

Minutes of the 17th Meeting of the Academic Council

Held on May 16, 2019 (Thursday) at 11:00 AM
in Private Dining Hall, India International Centre
Max Mueller Marg, New Delhi 110 003



Dr. B.R. Ambedkar University Delhi
Kashmere Gate | Karampura | Lodhi Road



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AMBEDKAR UNIVERSITY DELHI

Minutes of the 17th Meeting of the Academic Council held at 11:00 AM on 16.05.2019 at Private Dining Hall, India International Centre, New Delhi

The 17th Meeting of the Academic Council (AC) of the Ambedkar University Delhi (AUD) was held at 11 00 AM on 16.05.2019 at Private Dining Hall, India International Centre, New Delhi. The following were present.

Professor Anu Singh Lather Vice Chancellor	In the Chair
Professor A. K. Sharma Nominee of the University Grants Commission	Member
Professor K. Ramachandran Nominee of the Government of NCT of Delhi	Member
Professor Farida A. Khan Nominee of the Government of NCT of Delhi	Member
Professor Madhavan K Palat Nominee of the Government of NCT of Delhi	Member
Professor Ashis Nandy Nominee of the Government of NCT of Delhi	Member
Professor Salil Misra, Pro Vice Chancellor and Nominee of the Vice Chancellor	Member
Professor Honey Oberoi Vahali, SHS Nominee of the Vice Chancellor	Member
Professor Geetha Venkataraman Previous Dean, Assessment, Evaluation and Student Progression & Nominee of the Vice Chancellor	Member
Professor Radharani Chakravarty, Dean, School of Letters & Nominee of the Vice Chancellor	Member
Professor Krishna Menon Dean, School of Human Studies	Member
Professor Asmita Kabra Dean, School of Human Ecology	Member

Professor Sumangala Damodaran Dean, School of Development Studies	Member
Professor Suchitra Balasubrahmanyam Dean, School of Design	Member
Professor Tanuja Kothiyal Dean, School of Undergraduate Studies	Member
Professor Kartik Dave Dean, School of Business, Public Policy and Social Entrepreneurship	Member
Professor Dharendra Datt Dangwal Dean, School of Liberal Studies	Member
Professor Sitansu Sekhar Jena Dean, School of Vocational Studies	Member
Professor Praveen Singh Dean, School of Global Affairs	Member
Shri Deepan Sivaraman Dean (Offg.), School of Culture and Creative Expressions	Member
Dr Monimalika Day Dean (Offg.), School of Education Studies	Member
Dr Anuj Bhuwania Associate Professor & Dean (Offg.) School of Law, Governance and Citizenship	Member

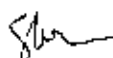
Special Invitees:

Professor Jatin Bhatt, Pro Vice Chancellor
 Professor Denys P Leighton, Chairperson, International Affairs Division
 Professor Satyaketu Sankrit, OSD, Kashmere Gate Campus
 Dr Santosh Kumar Singh, Dean (Offg.), Student Services
 Dr Debal C. Kar, Librarian
 Dr Diamond Oberoi Vahali, Associate Professor, SOL
 Dr Ivy Dhar, Assistant Professor, SDS
 Dr Oinam Hemlata Devi, Assistant Professor, SHE
 Dr Rachna Mehra, Asstt. Prof (Urban Studies) and Dy. Dean Academic Governance

Regrets:

Professor Geetha Narayanan (Nominee of the Government of NCT of Delhi),
 Professor Chandan Mukherjee, Professor M.S Farooqi, Registrar (Offg.) (Nominees
 of the Vice Chancellor) could not attend the meeting.

Smt Bindu Nair, Assistant Registrar (VCO & Governance) and Shri Mahesh Kumar,
 Assistant (Governance) assisted the meeting.



At the outset, the Vice Chancellor (VC) extended a warm welcome to the Members of the AC and the Special Invitees. She welcomed Professor Ashis Nandy and Professor Geetha Narayanan (Nominees of the Government of NCT of Delhi) as the new members of the Council, and thanked the outgoing members.

The following **resolutions** were passed:

17.1 Confirmation of the minutes of the 16th meeting of the AC held on 10.07.2018 and 13.07.2018

The Council **resolved** to confirm the minutes of the 16th meeting of the AC held on 10.07.2018 and 13.07.2018.

17.2 Action Taken Report (ATR) on the minutes of the 16th meeting of the Academic Council held on 10.07.2018 and 13.07.2018

The Council **resolved** to note the ATR on the decisions taken in its 16th meeting held on 10.07.2018 and 13.07.2018, vide (**Appendix-1**).

17.3 Recommendations of the Standing Committee Research (SCR)

17.3.1 The proposal for the PhD programme in Education to be offered by the School of Education Studies (SES)

The proposal on the proposed PhD programme in Education to be offered by the School of Education Studies (SES) as recommended by the Standing Committee Research (SCR) was presented by the Programme Coordinator, Ph.D in Education. (**Appendix-2**).

After deliberations on the proposed PhD programme in Education, the AC directed the following:

- (i) The course be open to MA and M.Ed students. The bridge courses need to be introduced for students coming from other disciplines. There should be a provision for additional credits (8-12) for students doing PhD programmes. The students from Education are allowed to take foundation courses but not methodology since it is not considered their domain expertise. Education being a professional subject, a standard be set in accordance with the Learning Outcome Curriculum Framework of UGC.
- (ii) The course work be made interdisciplinary in order to enable scholars to be eligible for teaching all kinds of courses

The AC **resolved** to approve the PhD programme in Education to be offered by the School of Education Studies (SES) recommended by the SCR in its 41st meeting held on 25th September 2018 and adjourned meeting on 23rd October 2018 (Minutes at **Appendix-3**)

17.3.2 The recommendations to award MPhil degree to the students as recommended by the Standing Committee Research (SCR) in its 42nd meeting held on 15.01.2019

The AC **resolved** to approve the recommendations made by the SCR in its meeting held on 15.01.2019 (Minutes at **Appendix-4**), to award MPhil degree to the following students of various school of AUD:

Sl. No	Name of Student and Enrolment No.	Programme Name	School	Date of Viva	Date of AES approval / verification	Date of SCR approved
1	Mr Nabhojee Sen S144DHS01	M Phil (History)	SLS	07.05 2018	17 05 2018	25 09, 18
2	Mr Rahul Singh S134CDP16	M Phil In Development Practice	SHS	22.02 2018	03.05 2018	25 09 18
3	Ms. Suridhi Sharma S144CWG10	M Phil In Women's and Gender Studies	SHS	03.08.2018	28 08 2018	25 09 18
4	Ms Neelam Sagar S154DHI02	MPhil (Hindi)	SLS	19.11.2018	26.12 2018	15 01 19
5.	Ms. Kunzang Angmo S164CWG08	MPhil WGS	SHS	20.11.2018	26 12 2018	15 01 19
6	Ms Swarnima Kriti S154CDP17	MPhil in Development Practice	SHS	27.11.2018	26 12.2018	15 01,19
7	Ms Monica Antal S154CDP11	MPhil in Development Practice	SHS	22.11.2018	26.12 2018	15 01 19
8	Ms Jasleen Arora S164CWG07	MPhil WGS	SHS	19.11.2018	26 12 2018	15.01 19
9	Mr Jaideep Pandey S164CWG06	MPhil WGS	SHS	27.11.2018	26 12 2018	15 01 19

17.3.3 The course outlines of the proposed M.Phil. CLTS elective course "Hermeneutics: Key Theorists"

After due deliberation, the AC **resolved** to approve the course outlines of the proposed M Phil CLTS elective course "Hermeneutics Key Theorists" (Appendix-5).

17.3.4 The MPhil/PhD students request for conducting viva voce examination through tele-conferencing or other appropriate internet service

The AC **resolved** to approve the recommendation of the SCR for conducting viva voce examination through tele-conferencing or other appropriate internet services on case to case basis for the MPhil/PhD scholars.

17.4 Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)

The AC took note of the minutes of the SCPVCE's 4th Meeting held on 14 12.2018 (Appendix-6) and **resolved** the following:

17.4.1 The outline of five courses to be offered in the BA Programme of the School of Law, Governance and Citizenship

After due deliberation, the AC **resolved** to approve the course outlines of the following five courses as part of BA Programme in Law and Politics, School of Law, Governance and Citizenship (SLGC):

- (i) Western Political Philosophy
- (ii) Amartya Sen: Ethics, Economics and Politics
- (iii) The Legal Imagination
- (iv) Rights Based Political Movements in Contemporary India
- (v) Anticolonialism and Postcolonial Futures

Further, the AC gave the following directions/observations:

Sher

- (a) The proposals for new courses to have presentation on how these are aligned with the possible trajectories / specializations for the students.
- (b) Deliberate on and design mechanisms for course interfaces with other Schools of AUD.
- (c) The Course titled after Amartya Sen seems inappropriate for BA programme and at that level one should focus on historical figures who have left a significant legacy rather than on contemporary thinkers. The AC directed the School to work on courses based on themes rather than on individuals.

The AC was informed that the course was likely to be discontinued from the next semester, based on the feedback received from the students

The outlines of the five courses to be offered in BA Programme of the School of Law, Governance and Citizenship approved by the AC are in **Appendix-7**.

17.4.2 The two elective courses to be offered in the MA Programme of the School of Law, Governance and Citizenship

After due deliberation, the AC **resolved** to approve the outlines of the following two elective courses to be offered in the MA Programme in Law Politics and Society of the School of Law, Governance and Citizenship (SLGC)

- (i) Theorising the Indian State
- (ii) Rethinking Development

The above two elective courses approved by the Academic Council are in **Appendix-8**.

17.4.3 The proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA Programme in Law, Politics and Society in the SLGC.

The Academic Council discussed the proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA in Law, Politics and Society Programme.

After deliberations, the AC directed that the Postgraduate Diploma as an exit option must equip students with some competencies. The attributes for the exit from the programme should be defined clearly for the students and should enable them for re-entry into the programme.

The AC **resolved** to approve the proposal to earn a Postgraduate Diploma (PD) as an exit option to the MA Programme in Law, Politics and Society Programme in the SLGC.

17.4.4 The proposal of the Partial Repeat Policy for the MA programme of the School of Law, Governance and Citizenship (SLGC)

The AC took note that the students obtaining C Only grade shall be eligible for Partial Repeat and the weightage of Partial repeat exam shall be 30%. In order to pass, a student must obtain a minimum of B Minus grade in the Partial repeat exam, which will accumulate to an overall grade of C plus and above.

The AC **resolved** to approve the Partial Repeat Policy for the MA programme of the SLGC.

17.5 Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)

The AC took note of the minutes of the SCPVCE's 5th Meeting held on 16.04.2019 & 22.04.2019 (Appendix-9) and resolved the following:

17.5.1 The proposal for restructuring of the 5 Semester MDes (Social Design) Programme into 4 Semester Programme

The AC deliberated on the proposal made by the School of Design (SDes) (Appendix-10) and resolved to approve the following:

- (i) Restructuring of the 5-semester Mdes Social Design programme into a 4-semester programme.
- (ii) Change in the type of courses (core/elective)

17.5.2 The concept note on Bachelors of Vocation (BVoc) Accounting and Finance

School of Vocational Studies (SVS) presented the concept note on the proposed BVoc programme in Accounting and Finance. AC noted that this vertical would provide job opportunities for students as Accounting and Finance is one of the most important components of almost every institution, organization and industry. The AC also noted that the School is in close interaction with the Institute of Chartered Accountants of India (ICAI) for theoretical and practical aspects of the BVoc in Accounting and Finance programme.

The AC further noted that due consultation and evaluation of Infrastructure and resources shall be carried out by the School before considering the launch of the programme. The programme structure and courses shall be placed before the Academic Council prior to the launch of the programme.

The AC resolved to approve the concept note on Bachelors of Vocation (BVoc) Accounting and Finance is at Appendix-11.

17.5.3 The proposal for issuing certificate to Bachelors of Vocation (BVoc) NSQF Levels (Level 4 to 7)

The AC took note that the BVoc programmes have the provision for multiple entries and multiple exits during the 3 years Bachelor Degree Programme. This provision is as per the University Grants Commission (UGC) guidelines on BVoc programmes and as per the National skill Qualification Framework (NSQF).

The AC resolved to approve only those students exiting from the programme after completion of the courses at different NSQF levels shall be issued the certificate/ diploma/ degree.

AC further directed that clear cut exit attributes in Diploma and Advance Diploma certificate be defined. It may not be just about giving a completion certificate but attesting a competency level which should be acquired at the time of exit. It should ensure that the student is skill oriented and employable as he/she leaves the University.

The recommendations of the SCPVCE on the proposal for issuing certificate to Bachelors of Vocation (BVoc) NSQF Levels (Level 4 to 7) is at **Appendix-12**.

17.5.4 The changes in credit allocation of courses in Semester 1 and Semester 2 of BVoc (ECCME)

The AC deliberated on the proposal made by SVS (**Appendix-13**) and **resolved** to approve the following:

- i. The nomenclature to change "On the Job Training" (OJT) to "Internship" as the students are new to the field and are not paid any allowance. The students generally observe the setting and shadow the staff and only later are able to take some responsibilities at the respective sites.
- ii. Combining credits of OJT as the OJTs for the semester and summer/winter break are in continuation
- iii. Reducing credit load: Courses on "Self-Development and Entrepreneurship" (from 2 to 1) (Workshop), "Early Stimulation and Intervention" (Theory) (from 4 to 2) and "Material Development for Enhancing Play of Young Children" (Workshop) (from 2 to 1) with reduced credit for reducing content and making them more appropriate for the job role

17.5.5 The curricula/ courses to be offered in the 5 semester courses of BVoc programmes

The AC discussed the 5 semester courses of the BVoc Programmes of SVS (**Appendix-14**). After due deliberation, AC **resolved** to approve the following skill courses and general education component courses for the BVoc Programme to be offered by the School of Vocational Studies (SVS):

(A) General Education Component

- i) Exploring India and its Diversity
- ii) Understanding Language Diversity in India
- iii) Introduction to Basic French- II
- iv) Life Competencies for Sustainable Employability(LCSE)

(B) Skill courses of BVoc Early Childhood Centre Management & Entrepreneurship (ECCME)

Courses

- i) Inclusive Early Childhood Centre: Design and Setup
- ii) Early Childhood Care Services and Systems: Models & Approaches
- iii) Understanding Children's Social Emotional Worlds

Workshops

- i) Designing an Inclusive Centre
- ii) Marketing of an Early Childcare Centre
- iii) Socio- Emotional Needs in Childhood Years

Internship

(C) Skill courses of Tourism & Hospitality

- i) Catering Management
- ii) Food Production Operations
- iii) Food & Beverage Management

(D) Skill courses of Retail Management

- i) Buying & Merchandising Management
- ii) IT Application in Retail
- iii) Process Compliance, Loss Prevention and Shrinkages

Industrial Internship

17.6 Recommendations of the Standing Committee on Academic Programmes (SCAP)

The AC took note of the minutes of the SCAP's 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd and 44th Meetings held on 27.08.2018, 09.10.2018, 20.11.2018, 27.11.2018, 04.12.2018, 11.12.2018, 18.12.2018, 20.12.2018, 11.01.2019, 12.02.2019, respectively (Minutes at Appendix-15) and resolved the following items:

17.6.1 The proposed new courses to be offered by the School of Letters (SoL)

After due deliberations, the AC resolved to approve the course outlines of the following **MA Elective** courses in **Comparative Literature and Translation Studies (CLTS)** to be offered by School of Letters (SoL).

- (i) Comparative Ghalib
- (ii) Mahasweta Devi Comparative Readings
- (iii) Indigenous Writing from the Northeast – Fiction
- (iv) Literary Comparison: Theories and Practices
- (v) Cartographies of Translation
- (vi) Reading Myth and Fantasy: J.R.R. Tolkien and C.S. Lewis

Further, the AC resolved to approve the following **MA Elective** courses to be offered in the **MA English** programme, SoL.

- (i) Greek Classical Literature
- (ii) Photography: History, Theory, Practice

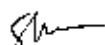
The course outlines of the six elective courses in Comparative Literature and Translation Studies (CLTS) and two elective courses in MA English approved by the AC are in Appendix-16

17.6.2 The proposed new courses to be offered in MA History and MA Sociology, School of Liberal Studies

After due deliberations, the AC resolved to approve the course outlines of the following **MA History** and **MA Sociology** courses, to be offered by the School of Liberal Studies (SLS)

(a) MA History

- i History and the Aboriginal Past
- ii. Censorship/Transgression in Modern India



- iii. Partition of Indian Subcontinent and Aftermath
- iv. Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent

(b) **MA Sociology**

- i. Transnational Feminisms
- ii. Sociology of Work and Health
- iii. Capital, Value and Infrastructure

The course outlines of the four courses in MA History and three courses in MA Sociology approved by the AC are in **Appendix-17**.

17.6.3 The guidelines for assessment and evaluation of MA History Programme, School of Liberal Studies

The AC took **note** of the Assessment and Evaluation document of MA History.

- i) MA history follows the broad guidelines of the general assessment policy of AUD.
- ii) A student gets promoted to the second year/third semester only when he/she has completed (secured C+ or higher grade in) at least 24 credit worth of courses (75 per cent of courses) by the end of second semester. MA History Seminar Paper can be taken by students in fourth semester only, after promotion to the second year and completion of at least three core courses. Exceptions can be discussed by the programme committee. If a student does not complete Seminar Paper leading to dissertation satisfactorily, s/he will have to repeat it like any other course.

The AC **resolved** to approve the Assessment and Evaluation document of MA History programme offered by School of Liberal Studies (**Appendix-18**)

17.6.4 The courses to be offered in BA Economics, BA Psychology, BA Sociology, BA History, BA English, BA in Social Science and Humanities and BA Elective courses by the School of Undergraduate Studies (SUS)

After due deliberations, the AC **resolved** to approve the course outlines of the following BA Economics, BA Psychology, BA Sociology, BA History, BA Mathematics, BA English, BA in Social Science and Humanities and BA Elective courses to be transacted during the Winter semester to students of 2nd, 4th and 6th semesters, offered by the School of Undergraduate Studies (SUS):

(a) **BA Economics (Appendix-19)**

- i. Introduction to Econometrics
- ii. Applied Econometrics
- iii. Macroeconomics II
- iv. Mathematical methods for Economics
- v. Microeconomics II
- vi. Money, Banking and Finance

- vii. Public Economics Theory and Policy
 - viii Topics in Economic Theory
 - ix. Statistical methods for Economics
- (b) **B.A. Psychology (Appendix-20)**
- i. Organisational behaviour
 - ii. Psychological testing
 - iii. Psychology in India
 - iv. Understanding Childhood
 - v. Human Cognition
 - vi. Methods in Psychology
 - vii Dissertation
- (c) **BA Sociology (Appendix-21)**
- i. Economy and society
 - ii. Health and society
 - iii. Religion and society
 - iv. Research methods
 - v. Food and society
 - vi. Culture, Identity and Society
 - vii. Nature and Society
 - viii. Caste in Contemporary India
- (d) **BA History (Appendix-22)**
- i. Introduction to Indian Art and Architecture
 - ii. Early India Economy, Polity and Society
 - iii. India c. 1700-1857
 - iv. Introduction to Society and Culture in East Asia
 - v. Medieval India II: Economy and Society
 - vi. Modern World, 1750-2010
 - vii. Understanding the Past: Myths, Epics, Chronicles and Histories
 - viii. Wars and Revolutions in Twentieth Century
 - ix. Contemporary India, 1947-1992
- (e) **BA Mathematics (Appendix-23)**
- i. Advanced Analysis
 - ii. Algebra II
 - iii. Analysis I
 - iv. Analysis III
 - v. Linear Optimisation and Application
 - vi. Mathematical Modelling
 - vii. Number Theory and Cryptography
 - viii Partial Differential Equations
 - ix. Probability and Statistics
- (f) **BA English (Honours) (Appendix-24)**
- i. Modern Short Fiction and Novellas (SUS1EN246; 4 credits, Elective)
 - ii. Shakespeare (SUS1EN236, 4 credits, Elective)
 - iii. Post-Colonial Literatures (SUS1EN239; 4 credits, Elective)
 - iv. Realism and the Novel (SUS1EN254; 4 credits; Elective)

- v. Introduction to Literary Theory (SUS1EN256; 4 credits, Elective)
- vi. Literature and Cinema (SUS1EN246, 4 credits, Elective)
- vii. Modern World Drama (SUS1EN272; 4 credits; Elective)
- viii. Written for Children and Young Adults (SUS1EN257, 4 credits, Elective)
- ix. The Romantic Age (SUS1EN237; 4 credits; Elective)

(g) **BA Social Science and Humanities (Political Science Basket) (Appendix-25)**

- i. Democracy and Development in India
- ii. Introduction to Politics
- iii. Politics in South Asia

(h) **BA Electives (Appendix-26)**

- i. Understanding Disability through Media
- ii. Contemporary Literature from Northeast India: Poetry and Fiction
- iii. Reading Fantasy: J.R.R. Tolkien and C.S. Lewis
- iv. Digital Storytelling
- v. Introduction to Human Ecology
- vi. Introduction to Global Studies
- vii. Critical Perspectives on Creative Explorations
- Viii. Film, History, Society

While approving the courses, the AC observed that the practice of seeking ex post facto approval should be discouraged and as far as possible, courses should be placed before the AC for approval prior to being offered.

17.6.5 The courses to be offered in BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities, MA in Global Studies and MA in Urban Studies by the School of Global Affairs (SGA)

After due deliberations, the AC resolved to approve the following course outlines of English Language, BA Global Studies, BA Sustainable Urbanism and BA Social Science and Humanities to be offered by the School of Global Affairs (SGA):

(a) **English Language courses (Appendix-27)**

- (i) English for Academic Purposes 1 (EAP 1)
- (ii) English for Academic Purposes 2 (EAP 2)

(b) **BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities (Appendix-28)**

- (i) South Asian Trajectories of the Modern State
- (ii) Urban Environments
- (iii) French II
- (iv) Chinese II
- (v) Historio-Graphic Novels
- (vi) Language, Society and Culture
- (vii) Reading Cities through Neighbourhoods
- (viii) The Great Transformations
- (ix) Sociological Imaginations
- (x) Essentials of Economics

- (xi) Introduction to Feminist Theory and Practice
- (xii) Electoral Systems

After due deliberations, the AC **resolved** to approve the following course outlines of **MA Global Studies** and **MA Urban Studies** programmes:

- (a) **MA Global Studies (Appendix-29)**
 - (i) Wealth, Inequality and Capitalist Accumulation
 - (ii) Contesting Globalisation
 - (iii) Research Methods II
 - (iv) Global South Asians: Communities, Cultures, Representations
 - (v) Approaches to Discourse Analysis
- (b) **MA Urban Studies (Appendix-30)**
 - (i) Urban Planning and Policy
 - (ii) Urban Space and Experiences
 - (iii) Urban Environment and Ecology
 - (iv) Research Methods- 2

17.7 Recommendations of the Standing Committee Research (SCR)

The AC took note of the minutes of the SCR's its 40th, 41st and 42nd meetings held on 28.08 2018, 25.09 2018 & 23 10.2018 and 15 01 2019 respectively (Minutes at **Appendix-31**) and **resolved** the following items:

17.7.1 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the award of MPhil/PhD degree as recommended by the Standing Committee Research (SCR)

Sl. No	Name of Students and Enrolment No	Programme Name	School	Date of Viva	Date of AES approval / verification	Date of SCR approved
1.	Ms. Shubhangi Lakhchaura S134CDP19	M.Phil In Development Practice	SHS	07.05.2018	13.06 2018	25 09 18
2	Mr. Niraj Kumar S144CDP13	M.Phil In Development Practice	SHS	08.02.2018	03.05 2018	25 09.18
3	Mr. Amit Jain S134CDP01	M.Phil In Development Practice	SHS	27.03.2018	07.08 2018	25 09.18
4	Ms. Sayanti Sur S144CDP08	M Phil In Development Practice	SHS	05.01.2018	03 05.2018	25 09 18
5	Ms. Gurpreet Kaur S144CWG02	M Phil in WGS	SHS	16.04.2018	03 05 2018	25 09 18
6	Ms. Anjali Raj S154CWG02	M Phil in WGS	SHS	10.04 2018	03 05 2018	25 09 18
7	Ms. Kusum Lata S154CWG06	M Phil in WGS	SHS	11.05.2018	13.06 2018	25.09.18
8	Mr. Tejendra Pratap Gautam S134CDP22	M Phil In Development Practice	SHS	04.04.2018	03 05.2018	25 09 18
9.	Ms. Neha S164CWG09	M Phil In Women's and Gender Studies	SHS	24.09.2018	05 10 2018	23.10 18
10.	Mr. Mohd. Javed Ahmed S154CDP10	M Phil In Development Practice	SHS	31.07.2018	05 10 2018	23 10 18
11.	Mr. Gautam Bisht S154CDP07	M Phil In Development Practice	SHS	10.09 2018	05 10 2018	23 10 18
12.	Ms. Anushka Rose S154CDP02	M Phil In Development Practice	SHS	16.08 2018	05 10 2018	23 10 18
13.	Mr. Arunopof Seal S154CDP05	M Phil In Development Practice	SHS	27.08 2018	05 10 2018	23 10 18
14	Ms. Anu Rani S154CWG03	M.Phil In Women's and Gender Studies	SHS	11.10 2018	23.10.2018	23.10 18
15	Ms. Bhargavi D S154CWG04	M.Phil In Women's and Gender Studies	SHS	11.10.2018	23 10 2018	23 10.18

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Sl. No	Name of Students and Enrolment No.	Programme Name	School	Date of Viva	Date of AES approval / verification	Date of SCR approved
16	Ms. Prasann Kumari S164CWG10	M Phil In Women's and Gender Studies	SHS	08.10.2018	23 10 2018	23 10 18
17.	Ms. Shivani Panwar S154DHI04	M Phil (Hindi Degree)	SLS	08.10.2018	23 10.2018	23 10.18
18.	Mr. Santosh S S145GVQ02	Ph D in Visual Arts	SCCE	14.11.2018	04 12 2018	05 12.18
19	Mr. Pravendra Singh S124CDP18	MPhil in Development Practice	SHS	29.06.2017	30 11 2018	29 11.18

17.7.2 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the temporary de-registration to the following students of MPhil Development Practice (under clause 13(iv) of Research Study Regulations 2016) as recommended by the SCR in its meeting held on 28/08/2018, as detailed below:

Name	Enrolment No	Date of registration	Temporary de-registration from
Priyanka Prakashan N P	S154CDP14	27/7/2015	26/7/2018
John B Nayak	S154CDP08	27/7/2015	26/7/2018
Ashmeet Kaur Bilkhu	S154CWG03	27/07/2015	26/07/2018
Sreejitha PV	S154CWG10	30/07/2015	29/07/2018
Ranojay Bhattacharyya	S154CWG07	31/07/2015	30/07/2018 * subject to his re-enrolment in the programme
Navin Kumar	S135BEDO3	28/08/2013	27/08/2018

17.7.3 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the grant of six months extension to the students of various schools

Sl. No.	Programme/ Name of School	Student Name	Date of Registration	Extension from
1	MPhil Psychoanalytic Psychotherapy (2015 batch)	Ambika Singh S154CPS01	28/07/2015	27/07/2018
2		Ashwasti Tripathi S154CPS02	28/07/2015	27/07/2018
3		Asmita Sharma S154CPS03	29/07/2015	28/07/2018
4		Debjeni Mukherjee S154CPS04	14/08/2015	13/08/2018
5		Kaif Mahmood S154CPS05	29/07/2015	28/07/2018
6		Pankhuri Soni S154CPS06	07/08/2015	06/08/2018
7		Prachi Akhavi S154CPS07	29/07/2015	28/07/2018
8		Shweta Dharamdasani S154CPS08	29/07/2015	28/07/2018
9		Tseyang Palzom S154CPS09	28/07/2015	27/07/2018
10	PhD History, SLS	Mr. Akha Mao S165DHS01	18/08/2018	17 02 2019
11	MPhil History, SLS	Hinna Gupta (S144DHS02)	31/03/ 2018	30.09.2018
12		Naresh Kumar S154DHS03	23/08/2018	22/02/2019

Sl. No.	Programme/ Name of School	Student Name	Date of Registration	Extension from
13		Sutanvi Chatterjee S154DHS06	23/08/2018	22/02/2019
14		Chandrika Das	23/08/2018	22/02/2019
15		Shrobona Banerjee S154DHS05	23/08/2018	22/02/2019
16		Monalisa Chowdhury	23/08/2018	22/02/2019
17	MPhil Hindi, SLS	Preeti S154DHS03	24/08/2018	23/02/2019
18	MPhil History	Rashmi Bala S164DHS05	granted extension of one semester (Monsoon semester 2018) to complete the course work	
19	PhD Development Studies, SDS	Ngaranngam Kelshing S135ADS02	28/08/2018	27/02/2019
20	..	Nitin Misra S135ADS04	29/08/2018	28/02/2019
21	PhD Human Ecology	Mr. M Ojit Kumar S135BED02	30/08/2018	28/02/2019

17.7.4 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the appointment of Dr. Ashis Roy as the programme coordinator of MPhil Psychoanalytic Psychotherapy in place of Prof. Honey Oberoi Vahali.

The revised composition of Research Study Committee of SHS, is as detailed below:

- (i) Krishna Menon (Dean, Chair)
- (ii) Mamatha Karollil (Convenor)
- (iii) Rachana Johri
- (iv) Anita Ghai
- (v) Imran Amin
- (vi) Rachna Chaudhary
- (vii) Mary John (collaborating member for MPhil and PhD GS, CWDS)
- (viii) Nivedita Narrain (Collaborating member for Mphil DP, Pradaan)
- (ix) Denys Leighton (external member)
- (x) Suchitra Balasubrahmanyam (external member)
- (xi) Ashis Roy (till 18.05.2019)

17.7.5 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the recommendation for De-enrolment of Ms. Rachna Atri Saksena (S155BED02), Ph.D Scholar in Human Ecology (SHE) from the programme

17.7.6 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of the SCR that the faculty member may continue to supervise the research scholar for the normal period of registration even if the faculty moves to another School of the University

17.7.7 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the MPhil/PhD thesis synopsis and six monthly progress reports of the research students as detailed below:

- (a) MPhil CLTS synopsis of the following four students:
 - (i) Mr. Ali Ahsan (S174LCL01)
Title: Minor Literatures: Two novels on the Bearys

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- (ii) Ms. Arenpongla Jamir (S174LCL02)
Title. Self-writing in contexts of conflict: Naga English and Chungli Ao Literatures
- (iii) Mr Deepak (S174LCL03)
Title Musicality and Mir: A Comparative Study of Mir Taqi Mir's Urdu Ghazals and their Performance
- (iv) Mr. Mohammad Irfan (S174LCL04)
Title. Representations of history in Modern Urdu Novels: A Critical Study of Qurratulain Hyder's " *Aag Ka Darya and Intizar Husain's Basti*"
- (b) PhD Hindi Synopsis of the following two students:
- (i) Mr. Sukant Suman (S175DHI04)
Title. *Stree Sampadit Patrikayen aur Stree Prashna*
- (ii) Ms Ankita Chauhan (S175DHI01)
Title. *Bharatiya Bhashon Ki Kahaniyon mein Desh-Vibhajan-Ki-Prasadi* (Vishesh Sandarbh: Hindi, Urdu evam Punjabi)
- (c) PhD CLTS synopsis of the following two students:
- (i) Ms Nilza Angmo (S175LCL02)
Title *The Text(s) of the Buchen*
- (ii) Ms. Pooja Mann (S175LCL03)
Title: *The Forms of Interrogation in Jaat Women's Folk Songs (Geet)*
- (d) Report on presentation of Six Monthly progress presentations/seminar by the SDS PhD students:

Name of PhD Students	Enrolment No.
Karan Sachdeva	S135ADS01
Ngaranngam Keishing	S135ADS02
Nibedita Hazarika	S135ADS03
Nitin Mishra	S135ADS04
Sweta Suman	135ADS06
Pooja Chaudhary	S135ADS05
Swati Mohana Krishnan	S155ADS01
Tasha Agarwal	S175ADS02
Jasodhara Borthakur	S175ADS01
Vijay	S175ADS03
Tanya Chaudhary	S165ADS02

17.7.8 The AC resolved to ratify the decision taken by the Vice Chancellor in approving the required credit course work for PhD Women's and Gender Studies (WGS) scholars of 2018 batch i.e., with M.Phil degree – 8 credits and with an MA or MPhil degree from another university – 12 credits

The nine Students of PhD Women's and Gender Studies (WGS) Programme 2018 batch shall do 2 credit course of Guided Study (SHS310109) in Winter Semester, 2019 and the elective course of 4 credits (SHS310132) as given in the MPhil/PhD programme structure shall not be done by 2018 batch scholars. The collaboration team recommended that 6 students out of the 9 admitted in the programme, shall do 6 credits coursework in first semester (Monsoon Semester 2018) and shall do 2 credit coursework in the second semester (Winter Semester 2019) as all of them have done an MPhil in WGS from AUD.

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17.8 Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)

The AC took note of the minutes of the SCPVCE's 4th Meeting held on 14 12 2018 (**Appendix-32**) and **resolved** the following:

17.8.1 The AC **resolved** to ratify the decision taken by the Vice Chancellor in approving the Certificate Programme in Teaching English to Speakers of Indian Languages (CTESIL) on a pilot basis, by the Centre for English Language Education (CELE) and the courses to be offered under the certificate programme (**Appendix-33**), as detailed below:

- i. Teachers as Researchers
- ii. English for Teachers
- iii. Language and Literacy Instruction
- iv. Leading Change in Educational Institutions
- v. ICT in Education (Level 1)
- vi. ICT in Education (Level 2)

17.9 The AC took **note** of the report on Completion of admission process (Monsoon Semester 2018) as recommended by the Standing Committee Research (SCR), as detailed below:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil History	2	2	NA	3	OBC=3
MPhil Mathematics	4	1	NA	1	OBC=2
PhD History	2	0	NA	0	OBC=2 SC=1
PhD Mathematics	3	NA	NA	1	No unfilled seat
PhD Sociology	4	1	NA	0	UR=1 OBC=4
PhD Economics	5	NA	NA	1	No unfilled seat
MPhil CLTS	3	NA	NA	1	Nil
PhD CLTS	2+1 (against 1 SC)	0	NA	1	Nil
PhD English	5	0	NA	3	1 SC
MPhil Hindi	4	1	0	2	1 ST
PhD Human Ecology	1	1	NA	1	1 SC OBC=3 (1 UR filled –against a possible UR position in future)
PhD in Management	5	1		1	UR=1
MPhil WGS	5 (including 1 PWD)	2	NA	3	No unfilled seat
PhD WGS	5	2	1	2	1 applicant (Tajinder Kaur) left the programme after the orientation) 01 unfilled seat
MPhil Development Practice	10	3	2	4	(01 01 unfilled seat

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17.10 The AC took **note** of the brief report on the International Activities since the last meeting of the Academic Council (**Appendix-34**).

17.11 The AC took **note** of the constitution of Research Advisory Committee (RAC) for the MPhil / PhD Students, as detailed below

	Programme Name	Student Name	Names of RAC members
1.	MPhil CLTS	Mr Ali Ahsan	Supervisor: Prof. Radha Chakravarty; internal School member: Dr Shad Naved, external member: Dr Anita Cherian (SCCE)
2		Ms Arenpongla Jamir	Supervisor: Prof Radha Chakravarty; internal School member: Dr. Shad Naved, external member: Dr Lovitoli Jimo (SHS)
3		Mr Deepak	Supervisor: Dr Shad Naved; internal School member: Prof. Radha Chakravarty; external member: Dr Awadhesh Kumar Tripathi (SUS)
4		Mr Mohammad Irfan	Supervisor: Prof Radha Chakravarty; internal School member: Dr Shad Naved; external member: Dr Mrityunjay Tripathi (SUS)
1	PhD English	J. Imlikala Ao	Dr Bhoomika Meiling (Supervisor), Dr Amit Singh (SOL); Dr B. R. Alamelu (Assistant Professor, Department of English, Indra Prastha College for Women, DU)
2		Ashutosh Kant Prabhakar	Dr Amit Singh (Supervisor); Dr Diamond Oberoi Vahali (SOL) Dr Yogesh Snehi (School of Liberal Studies, AUD)
3		Hemchandra	Dr Amit Singh (Supervisor); Dr Kopal Ahlawat (SOL), Prof. Smita T. Jassal (School of Liberal Studies, AUD)
4.		Hatchingthem Haokip	Dr Sanju Thomas (Supervisor); Dr Usha Mudiganti (Co-supervisor); Dr Diamond Oberoi Vahali (SOL), Dr Oinam Hemlata Devi (School of Human Ecology, AUD)
5		Veeksha Vagmita	Dr Usha Mudiganti (Supervisor); Dr Diamond Oberoi Vahali (SOL); Prof Rachna Johri (SHS, AUD)

	Programme Name	Student Name	Names of RAC members
6.		Sruti MD	Dr Bodh Prakash (Supervisor); Dr Vikram Singh Thakur (SOL); Dr Anita Cherian (AUD, SCCE)
7.		Neha Rana	Dr Diamond Oberoi Vahali (Supervisor); Dr Bodh Prakash (Co-supervisor); Dr Usha Mudiganti (SOL); Dr Shifa Haq (SHS, AUD)
8.		Mokshda Manchanda:	Dr Vikram Singh Thakur (Supervisor); Dr Gunjeet Aurora (Co-supervisor); Dr Sanju Thomas (SOL); Dr Anita Cherian (SCCE, AUD)
1		Deepshikha Chaterjee	Prof. Geetha Venkataraman (Convener and Supervisor) SLS, Dr. Balchand Prajapati (Member) SLS, Dr. Ramneek Khassa (Member) SLS, Dr. Jyotirmoy Bhattacharya (Member) SLS, Economics
2	MPhil Mathematics	Shalini Rana	Dr. Pranay Goswami (Convener and Supervisor) SLS, Dr. Madul Veer Singh (Co-supervisor and Member) SLS, Dr. Kranti Kumar (Member) SLS, Dr. Anshu Gupta (Member) SBPPSE
3		Shivani Sharma	Dr. Kranti Kumar (Convener and Supervisor) SLS, Dr. Pranay Goswami (Co-supervisor and Member) SLS, Dr. Madul Veer Singh (Member) SLS, Dr. Anshu Gupta (Member) SBPPSE
1	PhD Mathematics	Charu Gupta	Dr. Balchand Prajapati (Convener and Supervisor) SLS, Prof. Geetha Venkataraman (Member) SLS, Dr. Ramneek Khassa (Member) SLS, Dr. Pooja Yadav (Member) Department of Mathematics, Kamala Nehru College, DU
1.		Ragini Sankrit S135DHI01, 2013 batch	Supervisor: Prof. Gopalji Pradhan; Dr. Amit Singh SUS (Member), Dr. Diamond Oberoi Vahali, SOL (Member)
2.		Mahendra Prajapati, S145DHI02, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Vebhuti Duggal, SCCE (Member)

	Programme Name	Student Name	Names of RAC members	
3.	PhD Hindi (Students of PhD Hindi who have moved from SLS to SOL)	Anant Vijay Paliwal, S145DHI03, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Prof. Bodh Prakash, SOL (Member)	
4.		Nikita Jain, S145DHI04, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Mrityunjay Tripathi, SUS (Member)	
5		Anita, S145DHI05, 2014 batch	Supervisor : Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Dr. Awadhesh Tripathi, SUS (Member)	
6		Sunita, S145DHI06, 2014 batch	Supervisor Prof. Gopalji Pradhan, Prof. Satyaketu Sankrit (Member), Prof. Dharendra Datt Dangwal, SLS (Member)	
7.		Aakansha Bhatt, S165DHI02, 2016 batch	Supervisor : Prof. Gopalji Pradhan, Prof. Satyaketu Sankrit (Member), Dr. Mrityunjay Tripathi, SUS (Member)	
8		Nirmal Rani, S165DHI03, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Dr. Vaibhav, SUS (member)	
9		Sapna S165DHI04, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Prof. Sanjay Sharma, SLS (Member)	
1.		MPhil Women and Gender Studies	Aakanksha Dcruz (S174CWG01)	Prof. Krishna Menon (Supervisor), Dr. Meenakshi Gopinath (Member), Dr. Rachna Chaudhary (Member)
2.			Avni Agarwal (S174CWG02)	Dr. Rachna Chaudhary (Supervisor), Dr. Shilpa Khatri Babbar (Member), Dr. Divya Chopra (Member)
3.	Bhanu Priya Gupta (S174CWG03)		Dr. Rachana Johri (Supervisor), Dr. Renu Addlakha (Member), Dr. Rukmini Sen (Member)	
4.	Chitra Anand (S174CWG04)		Dr. Mary John (Supervisor), Dr. Shivani Kapoor (Member) Dr. Vandana (Member)	
5	Isha Yadav (S174CWG05)		Dr. Bindu K C (Supervisor), Dr. Vebhuti Duggal (Member), Dr. Bindu Menon (Member)	

	Programme Name	Student Name	Names of RAC members
6.		Kanika Tyagi (S174CWG06)	Dr. N. Neetha (Supervisor), Dr. Deepita Chakraborty (Member), Dr. Rukmini Sen (Member)
7.		Ridhi Anupriya Turkey (S174CWG07)	Dr. Rachna Chaudhary (Supervisor), Dr. N. Neetha (Member), Dr. Deepita Chakraborty (Member)
8.		Shambhavi Sharma (S174CWG08)	Dr. Rukmini Sen (Supervisor), Dr. Mrinal Satish (Member), Dr. Niharika Banerjee (Member)
9.		Shrutika Lakshmi (S174CWG09)	Prof. Krishna Menon (Supervisor), Prof. Sumangala Damodaran (Member), Prof. Rachana Johri (Member)

17.12 The AC took note of the inclusion of Dr. Moggallan Bharti as a member of the Research Studies Committee of School of Development Studies and also in the panel of supervisor for supervising PhD students.

17.13 The AC resolved to adopt the UGC Regulations on minimum qualifications for appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education 2018 (Appendix-35).

Suitable amendment to the existing statutes/ ordinances related to appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education in this regard will be made accordingly.

17.14 The AC took note of the fee structure for the Academic Year 2019-20 (Appendix-36).

Any other items with the permission of the Chair

17.15 Proposal for admission of Foreign Students to Degree Programmes of AUD

The AC took note of the proposal for admission of Foreign Students to Degree Programmes of AUD

The AC further noted that under this category, 15% seats shall be made available over and above the regular seats of the normal admission cohort to each academic programme in admission to any programme (undergraduate and postgraduate). The structure of tuition fees shall be:

- (i) For all undergraduate programmes: equivalent of USD (\$) 1500 per year (2 semesters).

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- (ii) For **postgraduate** programmes: equivalent of USD 2000 per year (2 semesters) → USD 4000 for 2-year Master's programmes and USD 6000 for 3-year Master's programmes.
- (iii) For **MPhil and PhD** scholars: equivalent of USD 2000 per year (2 semesters) inclusive of the post- coursework period of registration.
- (iv) In addition, a non-refundable registration fee equivalent of USD 200 is charged upon provisional registration at the time that annual fees are paid
- (v) Some AUD programmes charge Indian students *fees in addition to tuition* for materials (MDes (Social Design) or fees for clinical engagement-practicum (MPhil Psychotherapy). The additional fee in such Programmes shall be charged as recommended by the schools concerned from time to time

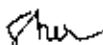
After due deliberations, AC **resolved** to approve the proposal for admission of Foreign Students to Degree Programmes of AUD (**Appendix-37**).


17.16 The number of seats to be filled in the MPhil and PhD Programmes (in Monsoon semester 2019)

Resolved to approve the recommendation of Standing Committee Research (SCR) detailed as under on the number of seats to be filled in the MPhil and PhD Programmes in the Monsoon Semester 2019:

S.No.	Programme	Number of Seats
1.	MPhil Women's and Gender Studies	10
2.	PhD Women's and Gender Studies	10
3.	MPhil Development Practice	10
4.	MPhil Psychoanalytic Psychotherapy	15
5.	PhD Development Studies	6
6.	PhD CLTS	4
7.	MPhil CLTS	4
8.	PhD English	9
9.	PhD Hindi	6
10.	PhD Management	8
11.	MPhil Mathematics	8
12.	PhD Mathematics	4
13.	MPhil History	10
14.	PhD History	5
15.	PhD Economics	6
16.	PhD Sociology	10
17.	PhD Education	10
18.	PhD Human Ecology	10

The meeting ended with a vote of thanks


(Professor Salil Misra)
Pro Vice Chancellor-II


(Professor Anu Singh Lather)
Vice Chancellor

Appendix-1
Resl. No. 17.2/AC(17)/16.05.2019

The Action Taken Report (ATR) on the Minutes of the 16th Meeting of the Academic Council held on 10 July 2018 and 13 July 2018

Resol. No.	Decision	Action Taken
16.1	Resolved to confirm the Minutes of the 15 th Meeting of the AC held on 12.02.2018 Under resolution 15.6 of the minutes, the name of "Centre for Engaged Spiritualities" be corrected to read as "Centre for Engaged Spirituality".	Recorded
16.2	Resolved to note the Action Taken Report (ATR) on the decisions taken in its 15 th meeting held on 12.02.2018	Recorded
16.3	<p>The concept-note on the proposed School of Global Affairs (SGA) was presented by the Dean Planning. After deliberation on the note, the AC directed the following:</p> <ol style="list-style-type: none"> <li data-bbox="409 1003 1282 1256">i. The implications of the new School on the current structure of SUS, particularly in terms of drawing faculty resources from other Schools, need further deliberation. The different models of organizing undergraduate education at AUD should be reviewed in due course while planning future expansion and diversification of the University <li data-bbox="409 1256 1282 1559">ii. Some of the themes that are mentioned in the concept note on the School of Global Affairs are also covered in the existing undergraduate and postgraduate programmes at AUD. The concept-note should clearly lay down how these will be approached differently in the School. For instance, how will 'globality' as the main focus be integrated across the activities of the School needs to be laid down clearly <li data-bbox="409 1559 1282 1749">iii. The nomenclature of the School may be revisited in due course as it may be argued that 'Global Affairs' does not emphasize enough the focus on 'the global'. Some alternatives suggested by the AC members included Global Studies, Global Sustainability, and Global Futures. <li data-bbox="409 1749 1282 2007">iv. The table in the concept note that compares "teacher-centred and learner-centred paradigms" needs to be interpreted to mean that these pedagogic paradigms are located on a continuum and are not binaries. It should also be clarified that the table is not suggesting that a teacher-centred paradigm is practiced in the other Schools of AUD. 	Recorded and Implemented

Resol. No.	Decision	Action Taken
	<p>v. Since the School is proposing to work on themes that have interfaces with various other Schools, a clearer presentation of the proposed linkages with the other Schools (especially with those on the Karampura Campus) should be included in the note. The School of Business, Public Policy and Social Entrepreneurship should also be considered as one of the collaborating Schools.</p> <p>vi. Mechanisms should also be worked out in due course to ensure that the Global Studies programme does not take precedence over the other programmes of the School in terms of visibility.</p> <p>vii. Trade may be included as one of the thematic as it cuts across various other themes with which the School proposes to engage.</p> <p>The AC resolved to approve the proposal for the creation of a new School of Global Affairs and its concept-note and recommended for consideration of the Board of Management in its next meeting after incorporation of the above directions.</p>	
16.4	<p>SES presented the concept note on the proposed CPD opportunities for educators. After due deliberation on the note, the AC observed/directed the following:</p> <p>i. It is appreciable that the School is proposing to work with the public school education system of Delhi with the support of the Government of NCT of Delhi. The School's plans should also factor in situations where an active support from the government is not available.</p> <p>ii. The School should also consider offering specialised courses for teachers at the pre-primary level.</p> <p>iii. While planning the course delivery, the School should take due consideration of the medium of instruction keeping in mind the context of public school teachers in Delhi.</p> <p>iv. Along with planning for the CPD courses for educators, the School should also consider applying to the National Council of Teacher Education for recognition of its BABEd programme under the innovative programmes channel.</p> <p>The AC resolved to approve the concept note and the proposal of the SES to launch CPD opportunities for educators and pilot some of the modules during 2018-19.</p>	Recorded for Implementation

Resol. No.	Decision	Action Taken																																																																																																																																																						
16 5	Recommendations of the Standing Committee Research (SCR)																																																																																																																																																							
16 5.1	<p>The AC resolved to approve the recommendation made by the SCR in its meetings held on 06.03.2018 and 24.04.2018, to award MPhil/PhD degrees to the following students of various Schools of AUD:</p> <table border="1"> <thead> <tr> <th>Sl. 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	25	Ms. Sneha Baldeo Makkad	S154CWG09	M Phil in WGS	SHS	23.03.2018	
	26	Anshuman Srivastava	S134DHS02	M Phil History	SLS	01.03.2018	
	27	Avinash Kumar	S125DHS01	Ph.D Hindi	SLS	02.02.2018	
16.6	<p>Recommendations of the Standing Committee on Academic Programmes (SCAP)</p> <p>The AC took note of the minutes of the SCAP's 28th, 29th, 30th, 31st, 32nd, 33rd & 34th Meetings held on 17.04.2018, 20.04.2018, 01.05.2018, 08.05.2018, 11.05.2018, 15.05.2018, 25.05.2018 respectively</p>						
16.6.1	<p>The AC deliberated on the proposals made by the School of Education Studies (SES) and resolved to approve the following:</p> <ol style="list-style-type: none"> i. The courses, credit equivalence and change of schedule in the semester for ERASMUS+ project and BWS+ project with the Ludwigsburg University of Education (LUE), Germany. ii. The change in the title of the following course which is a part of the MA Education (Early Childhood Care and Education): "Inclusion of Children with Special Needs" to "Inclusion of Young Children with Disability". <p>Regarding the policy statement on "Assessment and Academic Progress" proposed by the School Evaluation Committee of SES, the AC observed/directed the following:</p> <ol style="list-style-type: none"> i. The provision in the policy statement to make the MA dissertation optional for the students needs further consideration as such a move will change the organic design, objectives, and the projected graduate attributes of the programme. This decision regarding the dissertation component cannot be made based solely on the students' feedback. Instead, the School should think through ways of improving the student experience in the dissertation component. Making the dissertation optional may also create a hierarchy between those students who opt for dissertation and those who do not. ii. To accommodate different learning styles of students, the School could consider exploring different modes of doing dissertation that do not necessarily involve substantial written expression. These modes could be script writing, documentary making, designing resource material or a product, and the like. iii. To examine this matter further, the AC resolved to constitute a committee to deliberate on the place of 						<p>Implemented</p> <p>Implemented</p> <p>Action yet to be Initiated</p>

Resol. No.	Decision	Action Taken
	<p>Dissertation within the MA programme with Professor Denys P Leighton as the Chair. The AC authorised the VC to nominate other members of this committee</p> <p>iv. The AC resolved to approve the other aspects of the policy statement.</p>	
16.6.2	<p>The AC took note of the SHS's review of the UGC model courses in Psychology. The AC deliberated on the School's proposal for change in the programme structures of the MA Psychology and MA Gender Studies and <u>observed/directed</u> the following</p> <p>i. The proposal to make the MA dissertation optional for the students, needs further consideration as such a move will change the organic design, objectives, and the projected graduate attributes of the programme. This decision regarding the dissertation component cannot be made based solely on the students' feedback. Instead, the School should think through ways of improving the student experience in the dissertation component. Making the dissertation optional may also create a hierarchy between those students who opt for dissertation and those who do not.</p> <p>ii. To accommodate different learning styles of students, the School could consider exploring different modes of doing dissertation that do not necessarily involve substantial written expression. These modes could be script writing, documentary making, designing resource material or a product, and the like.</p> <p>iii. To examine this matter further, the AC resolved to constitute a committee to deliberate on the place of Dissertation within the MA programme with Professor Denys P. Leighton as the Chair. Also, the AC authorised the VC to nominate other members of this committee.</p>	Recorded for implementation
16.6.3	<p>After due deliberation, the AC resolved to approve the course outlines of two SHE courses titled "Social Impact Assessment Theory and Practice" and "Gender and Environment" and the policy on Attendance and Field-based learning.</p>	Implemented
16.6.4	<p>The AC took note that the undergraduate programmes at AUD started from the Dwarka campus in 2010 in two rounds. The BA programmes in Economics, History, and Psychology started in 2010. The BA programmes English, Mathematics, Sociology, and Social Science and</p>	Recorded and implemented

Resol. No.	Decision	Action Taken
	<p>Humanities (SSH) started in 2011. During this phase, the Academic Council and the Board of Studies of SUS were still in the process of being constituted. The AC and the Board of Studies (BoS) of SUS were constituted subsequently. For various reasons, there has been a delay in placing the structures of the BA Programmes before the AC for approval. However, the changes in the structure and the rules regarding assessment and attendance have been discussed in the AC from time to time for its approval.</p> <p>As a major step in the direction to seek the due approvals, the general structure of the BA programme, seven BA Honours programmes, 94 Monsoon semester courses (foundation, discipline-based and special interest), and rules for attendance, assessment and promotion were discussed in a total of 13 meetings of the BoS and six meetings of the SCAP. These were recommended by the SCAP for the consideration of the AC.</p> <p>A summary of the programmes and courses was presented and discussed in the AC. Based on the deliberation, the AC resolved to approve the following:</p> <ol style="list-style-type: none"> i. The initial BA programme structure as approved by the 1st Board of Studies (BoS) of SUS. ii. The new programme structure as approved by the 7th BoS of SUS. iii. The monsoon semester courses presented. On one Sociology course titled 'Social Movements' (SUS1SC809, 4 credits, core) there was some confusion whether all the suggestions made by the SCAP had been incorporated in the course document. The AC directed the Chair, SCAP to ensure that all the suggestions were incorporated in the course document. It was decided that after ensuring the incorporation of the suggestions, the Chair, AC, on behalf of the AC, would grant ex-post facto approval for the course. iv. The Attendance, Evaluation, Progression and Graduation Rules of SUS. <p>The AC directed that the remaining BA courses be brought to the AC through due processes as early as possible.</p>	
16.7	<p>Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)</p> <p>The AC took note of the minutes of the SCPVCE's 3rd</p>	Recorded

Resol. No.	Decision	Action Taken
	Meeting held on 08.06 2018 and 14.06.2018 and resolved the following:	
16.7.1	<p>The AC resolved to approve the core course titled "Final Project-Project Implementation" to be offered in the 5th semester of the MDes (Social Design) Programme (2016-18 cohort) with the following direction:</p> <p>The School should consider spreading the course over two semesters to enable the conceptualisation of the project. One semester time is too short for facilitating such conceptualisation.</p>	Recorded
16.7.2	<p>After due deliberation, the AC resolved to approve the course outlines of the 10 core/ elective courses to be offered in the MA Law, Politics and Society of SLGC with the following observations/directions</p> <ul style="list-style-type: none"> i. In future, the School should submit the proposals of new electives with a presentation on how these are aligned with the possible thematic trajectories / specializations for the students. This will require presenting the courses with the programme template including existing and projected courses ii. The School should also deliberate on and design mechanisms for course interfaces with other Schools of AUD iii. There are several typographical errors in the course documents, and some parts of the course formats are incomplete. The revised course outlines of the 10 core / elective courses to be offered in the MA Law, Politics and Society of SLGC approved by the AC. 	Recorded and implemented
16.7.3	<p>The AC discussed the 3rd and 4th semester courses of the BVoc Programmes of SVS with revised programme structure. After deliberation, the AC observed/directed the following:</p> <ul style="list-style-type: none"> i. The School should review how to utilise the space provided in the General Education Component of the programmes drawing upon the in-house strengths of AUD. This is the only space in the largely externally determined programme structure that AUD can design according to its unique strengths. To facilitate this, there is a need to plan lateral linkages with SUS and other Schools. ii. The University should also encourage the faculty members from other Schools to teach in the SVS 	Recorded for implementation

Resol. No.	Decision	Action Taken
	<p>programmes and consider teaching in SVS at par with teaching in SUS.</p> <p>iii. The course titled "Economic Application for Business" should be changed to "Orientation to Economic and Business Systems".</p> <p>iv. The UGC guidelines needs to be examined by the School to understand whether or not Hindi language is a required subject in the BVoc programmes. Also, the credit allocation to the Environment and Sustainability component in the BVoc programmes should be in line with the UGC guidelines.</p> <p>v. The "Industrial Internship" component across the three verticals/programmes and different levels of the same programme needs to be described according to the job roles for which the students are being prepared. A general description does not help in understanding the purpose and focus of the internship. The component should also be titled differently for each of the programmes (such as, Industrial Internship for Retail, On-the-Job-Training for Tourism and Hospitality, and Internship for Early Childhood Centre Management and Entrepreneurship) and levels within each programme. This will also help in removing problems in course registration and transcript generation.</p> <p>The AC resolved to approve the 3rd and 4th semester of the BVoc Programmes by the SVS with revised programme structure.</p>	
16.8	<p>Ratification of the decision taken by the Vice Chancellor in approving the recommendations of the SCAP and SCPVCE for the launch of new programmes from 2018-19 at the Karampura Campus</p> <p>The AC resolved to ratify the decision taken by the VC in approving the recommendations of the joint meeting of the SCAP and SCPVCE held on 01.06.2018 for starting the following five new programmes at the Karampura Campus from the Academic year 2018-19:</p> <ol style="list-style-type: none"> i. BA in Global Studies ii. BA in Law and Politics iii. BA in Social Sciences and Humanities iv. BA in Sustainable Urbanism v. MA in Urban Studies <p>While ratifying the decision of the Vice Chancellor in approving the above programmes, the AC made the following observations on the proposal:</p>	Recorded

Resol. No.	Decision	Action Taken
	<ul style="list-style-type: none"> i. The title of the thematic basket of courses "India and the World" be revised to "South Asia and the World" to provide a different and broader perspective to the students. ii. The academic advisory mechanisms for these programmes and the School be carefully considered, especially with respect to the proposal of having a separate advisory committee for BA and MA programmes iii. The UGC requirements with regard to compulsory Hindi language or Modern Indian Language course be examined and complied with. iv. The experience of the SUS with the initial undergraduate programme structure and the rationale for revisions therein be carefully understood particularly because the programme structures of the new BA programmes being proposed resemble the initial design of the undergraduate programmes. v. The concept and implementation of studio learning in the MA Urban Studies programme requires further consideration as studio engagement may need more time than a semester.— 	
16 9	<p>The concept note for the institution of the proposed new Centre for Professional and Continuing Education (C-PACE) was presented by the Dean Planning. The proposal has emanated from the deliberations in the Proto-Planning Board regarding the future expansion of the University. The proposed Centre will focus on planning and offering courses in the continuing education domain in collaboration with different Schools and Centres of AUD. The AC deliberated on the concept note and directed the following:</p> <ul style="list-style-type: none"> i) The Centre should work closely with the School of Education Studies that has also proposed Continuing Professional Development courses/programmes for educators. The plan of collaboration with other Schools be worked out in detail. ii) Breaking away from the conventional training workshop approach for continuing education, the Centre should ensure excellence in the design and delivery of the programmes/courses keeping in mind the needs of the working professionals and other aspirants. While planning the activities of the Centre, the experience of the adult and continuing education departments in other universities should be studied. 	Recorded and implemented

Resol. No.	Decision	Action Taken
	<p>iii) The proposal of the Centre to offer orientation and professional development courses for AUD faculty was appreciated. The AC suggested that these activities be aligned with the faculty career advancement policies of the University particularly with regard to the UGC requirements for orientation and refresher courses. However, the members suggested that the challenges and shortcomings of the Academic Staff Colleges of different universities be studied and borne in mind while planning these activities.</p> <p>The AC resolved to recommend the concept note and the proposal to launch C-PACE with the above directions for consideration of the Board of Management in its next meeting.</p>	
16.10	Matters arising out of the Proto Planning Board (PPB) as emanating from its first and adjourned meeting held on 26.9.2017 and 12.4.2018 respectively	Recorded
16.10.1	<p>The Dean Planning presented the proposed three year Action Plan of the University for 2017-18 to 2019-20. The AC deliberated on the action plan and resolved to recommend it, for consideration of the Board of Management in its next meeting with the following observations:</p> <p>i) The present and projected student strength has been taken note of. AUD has become multi-campus University operating from 3 campuses presently (Kashmere Gate, Karampura and Lodhi Road) and will further expand to include campuses in Dheerpur and Rohini in the near future. While Kashmere Gate campus has reached its utmost capacity, the strength of students in Karampura is expected to rise from about 600 presently to 2200 by 2020-21.</p> <p>ii) The broad directions or areas of programmatic expansion in Karampura and Lodhi Road campuses are considered appropriate and are recommended for the consideration of the Board of Management.</p>	Recorded for implementation
16.10.2	The proposed seven-year Strategic Plan of the University was presented by the Dean Planning to the Academic Council. The AC deliberated on the plan and resolved to recommend it, for the consideration of the Board of Management in its next meeting, with the following observation:	Recorded for implementation

Resol. No.	Decision	Action Taken
	Since a multi-fold expansion in the student strength is projected to reach about 15,000 in 2023-24 over the next seven years, there is a need to also work towards ensuring timely development of infrastructural facilities in accordance with the requirement of current and projected programmes on all AUD campuses.	
16.10.3	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the Development Plan for RUSA funding submitted by the University as recommended by the Proto-Planning Board.	Recorded
16.11	Matter arising out of the Internal Quality Assurance Cell (IQAC)	
16.11.1	<p>The Annual Quality Assurance Report (AQAR) for the Academic Year 2016-17 was considered and recommended by the Internal Quality Assurance Cell (IQAC). The same needs to be forwarded to the National Assessment and Accreditation Council (NAAC)</p> <p>i) The AC resolved that prior to the next round of NAAC accreditation there should be an internal academic audit of the programmes and courses.</p> <p>ii) The AC resolved to approve the Annual Quality Assurance Report of the University as recommended by the Internal Quality Assurance Cell (IQAC).</p>	Recorded
16.12	<p>The AC considered the Concept Note for the proposed new Centre "Centre for Studies in Systems of Thought" (CSST) at AUD. After deliberation, the AC resolved to recommend the proposal for the new Centre viz., CSST and its concept note for consideration of the Board of Management in its next meeting, with the following suggestions:</p> <p>i) Some of the activities of the Centre could be effectively carried out through seminars and other means that facilitate a constant flow of scholars and not just through taught courses.</p> <p>ii) Some courses could be offered for AUD research scholars in areas that cut across disciplines such as in the area of logic and reasoning, philosophy of science and social science research.</p>	Recorded for implementation
16.13	<p>The AC considered the following recommendations of the committee constituted to review the assessment rules:</p> <p>i) In the case of BA Sociology students it was found that the programme rules need to be specified and</p>	Recorded and implemented

Resol. No.	Decision	Action Taken
	<p>communicated clearly to the students in advance. The SUS is in the process of getting all the rules approved at the appropriate levels.</p> <p>ii) Certain clauses in the assessment document have been rephrased and few clauses were recommended for deletion based on the discussions with the Programme coordinators and Deans.</p> <p>iii) A comparative table of the 2010 version of the Assessment policy (and amendments) and the new 2018 version.</p> <p>The AC deliberated upon the comprehensive assessment policy for the School of Undergraduate Studies which was formulated by the committee with regard to attendance requirement, progression and graduation rules so that there is uniformity in the procedure followed by faculty. The AC resolved to give the following directions:</p> <p>i) The information should be put out on the web page and copies given to students and faculty so that they are aware of the assessment rules.</p> <p>ii) Each student be asked to give an undertaking that he/she has read the rules at the time of the admission so that there is no confusion at a later stage when the credits for the programme in which the admission was sought are finally computed.</p> <p>iii) There is a need for different programme coordinators, through due process within the respective schools and in consultation with AES division, to come up with alternative assessment policies for the new schools like SVS and other programmes (BA Global/ Urban /Law Politics) in Karampura as it might have some specific requirements which need to be accommodated according to the nature of the programme.</p> <p>After due deliberation, the AC resolved to approve the recommendations of the Committee with the above directions.</p>	
16.14	<p>The AC considered and deliberated on the proposal for creation of an office of Dean International Partnerships in the light of the status report on Advisory Committee on International Partnerships (ACIP). The AC took note of the fact that the ACIP has been overseeing deliberations on and establishment of academic partnerships between AUD and institutions overseas. The ACIP has been advising the Vice Chancellor on the thrust areas for international collaboration</p>	Recorded for implementation

Resol. No.	Decision	Action Taken
	<p>and partnership and for setting up structures and arrangements for student and faculty exchanges, collaborative research, joint academic programmes, etc.</p> <p>While appreciating the need to consolidate the activities of ACIP and to bring it under the statutory structure of the University, the AC observed that these activities need technical input and the oversight of a dedicated office. After deliberation, the AC resolved to record the following observations/directions:</p> <ol style="list-style-type: none"> i. As the current number of AUD students who apply for student exchange programmes is very low, active measures be undertaken to encourage the students to apply. One such measure is ensuring good publicity of the exchange opportunities/ programmes. ii. The students of AUD could be closely involved in the activities of the international partnerships office as it will not only support the work of the office, but will also enable the students to understand the processes and generate their interest in exchange opportunities. iii. A committee with PVC I as the Chair be constituted to come out with a comprehensive proposal for creation of an office of Dean International Partnerships alongwith detailed draft ordinance laying out the duties and responsibilities of the office of the Dean IP. The committee may include external member(s) who would bring on board their experiences and expertise. iv. The proposal that the above committee will formulate shall also include an organogram that reflects the staff structure that needs to be created to support this new office with a provision for students to be deployed as interns to work in this office. 	
16.15	<p>The AC considered and deliberated on the proposal for creation of an office of Dean Research in the light of the status report on Advisory Committee on Research and Project Management (ACRPM). The AC took note of the fact that the ACRPM has been advising the Vice Chancellor on issues related to funding of research and management of projects. The ACRPM has been advising on policies to promote faculty research and creation and management of funding arrangements for projects.</p> <p>The AC took note that the scope of matters related to ACRPM has grown multi-fold, hence there is a need to house these functions in a separate unit which will focus exclusively on research and project management. While</p>	Recorded and action initiated

Resol. No.	Decision	Action Taken
	<p>emphasizing the need to consolidate the activities of ACRPM and to bring it within the statutory structure of the University, the AC resolved that an office with a Dean for Research be instituted for these activities.</p> <p>After deliberation, the AC resolved to give the following directions:</p> <ol style="list-style-type: none"> i. A comprehensive report of all faculty projects funded from the Grant-in-Aid be presented to the AC in its next meeting. The report should include project objectives, fund utilisation and a brief description of the outcomes. ii. A committee with PVC I as the Chair be constituted to come out with a comprehensive proposal for creation of an office of Dean Research alongwith detailed draft ordinance laying out the duties and responsibilities of the office of Dean Research. The committee may include external member(s) who would bring on board their experience and expertise. iii. The proposal shall also include an organogram for this office and that staff structure needs to be created. 	
16.16	<p>The AC considered and resolved to approve in principle the Concept Note for launching of academic programmes/ courses in Social Entrepreneurship. The following programmes aim to prepare young individuals for a career in social entrepreneurship</p> <ol style="list-style-type: none"> i) One year Post Graduate Diploma in 'Innovation and Entrepreneurship' ii) Three months' Post Graduate Certificate in Social Entrepreneurship Development' <p>The AC resolved to direct that the structures of both the programmes be taken through Board of Studies and SCPVCE before being brought to it.</p>	Recorded and action initiated
16.17	<p>The AC took note of the need for enhancing continuous capacity building of teachers engaged in higher education to ensure better quality in teaching –learning processes.</p> <p>The IQAC keeping this in mind, organized two professional development workshops conducted by Professor Ananya Dasgupta for the faculty members on the theme of Practical Pedagogies – the first on reading and, the second on writing. The AC resolved to approve the proposal that the two workshops together be recognized as being at par with the refresher / orientation course offered by ASCs that figures as a part of the CAS requirements for promotion.</p>	Recorded and implemented

Resol. No.	Decision	Action Taken
	<p>The AC also resolved to approve the proposal for grant of certificates for the first two workshops for the faculty members on the theme of Practical Pedagogies for reading and writing in the University as organised under the quality assurance activities.</p> <p>Further, the AC resolved to approve the proposal for Faculty Development Programme on 'Digital Learning Integrated Course Design'.</p> <p>It was suggested that the continuous professional development programmes for faculty developed and offered by AUD should be defined clearly in terms of credits/days/weeks and their equivalence established with those offered through ASCs, so as to be counted against the requirements under the CAS.</p>	
16.18	<p>The AC considered recommendations of the Committee constituted by the Vice Chancellor to formulate draft guidelines for promotion of Library staff under Career Advancement Scheme (CAS). After deliberation, the AC resolved to recommend the same to the Board of Management for its consideration.</p>	Recorded and implemented
16.19	<p>The AC resolved to approve the confidential list of external experts to be associated with the Selection Committees under Statute 14(2)(iii).</p>	Recorded
16.20	<p>Matters arising out of the Standing Committee Research (SCR) emanating from its 38th and 39th Meeting held on 06.03.2018 and 24.04.2018 respectively.</p> <p>The AC resolved to ratify the matters arising out of the Standing Committee Research (SCR) emanating from its 38th and 39th Meeting held on 06.03.2018 and 24.04.2018 respectively.</p>	Recorded
16.20.1	<p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the proposal for the PhD programme in Economics, with the following observations:</p> <p>A holistic approach be adopted in designing courses in the methodology of research. A comparative study of the available PhD Programme in JNU and Delhi School of Economics may enable an understanding of what needs to be offered to the research students in Economics at AUD. At present, the research themes appear to be broad/generic and a few thrust areas need to be culled out. Also, the graduate attributes need to be clearly defined.</p>	Recorded and action initiated

Resol. No.	Decision	Action Taken																																										
16.20.2	<p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the number of seats for admission to the Research programmes in the Academic Year 2018-19 as under:</p> <table border="1" data-bbox="420 443 1251 1039"> <thead> <tr> <th>School Name</th> <th>Programme Name</th> <th>Approved seats</th> </tr> </thead> <tbody> <tr> <td>SBPPSE</td> <td>PhD programme in Management</td> <td>08 (Eight)</td> </tr> <tr> <td rowspan="4">School of Letters</td> <td>PhD programme in English</td> <td>09 (Nine)</td> </tr> <tr> <td>PhD programme in CLTS</td> <td>04 (Four)</td> </tr> <tr> <td>MPhil programme in CLTS</td> <td>04 (Four)</td> </tr> <tr> <td>MPhil programme in Hindi</td> <td>08 (Eight)</td> </tr> <tr> <td>School of Development Studies</td> <td>PhD programme in Development Studies</td> <td>06 (Six)</td> </tr> <tr> <td rowspan="5">School of Liberal Studies</td> <td>PhD programme in History</td> <td>05 (Five)</td> </tr> <tr> <td>PhD programme in Mathematics</td> <td>04 (Four)</td> </tr> <tr> <td>PhD programme in Sociology</td> <td>10 (Ten)</td> </tr> <tr> <td>PhD programme in Economics</td> <td>06 (Six)</td> </tr> <tr> <td>MPhil programme in History</td> <td>10 (Ten)</td> </tr> <tr> <td></td> <td>MPhil programme in Mathematics</td> <td>08 (Eight)</td> </tr> <tr> <td>School of Human Ecology</td> <td>PhD programme in Human Ecology</td> <td>08 (Six)</td> </tr> <tr> <td rowspan="3">School of Human Studies</td> <td>PhD programme in WGS</td> <td>10 (Ten)</td> </tr> <tr> <td>MPhil programme in Development Practice</td> <td>20 (Twenty)</td> </tr> <tr> <td>MPhil programme in WGS</td> <td>10 (Ten)</td> </tr> </tbody> </table>	School Name	Programme Name	Approved seats	SBPPSE	PhD programme in Management	08 (Eight)	School of Letters	PhD programme in English	09 (Nine)	PhD programme in CLTS	04 (Four)	MPhil programme in CLTS	04 (Four)	MPhil programme in Hindi	08 (Eight)	School of Development Studies	PhD programme in Development Studies	06 (Six)	School of Liberal Studies	PhD programme in History	05 (Five)	PhD programme in Mathematics	04 (Four)	PhD programme in Sociology	10 (Ten)	PhD programme in Economics	06 (Six)	MPhil programme in History	10 (Ten)		MPhil programme in Mathematics	08 (Eight)	School of Human Ecology	PhD programme in Human Ecology	08 (Six)	School of Human Studies	PhD programme in WGS	10 (Ten)	MPhil programme in Development Practice	20 (Twenty)	MPhil programme in WGS	10 (Ten)	Recorded
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16.20.3	<p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the Extension/Re-registration/De-registration of MPhil/PhD Scholars as recommended by the SCR in its meeting held on 08.03.2018 and 24.04.2018, as detailed below.</p> <ol style="list-style-type: none"> i) Six month extension to Ms. Hinna Gupta, MPhil History scholar (enrolment no. S144DHS02) from 01.10.2017 to 31.03.2018. ii) Temporary de-registration to Ms Sutanuka Bhattachary, PhD WGS scholar (enrolment no. S155CWG01) from 08.01.2018 iii) Re-registration of Ms Grace Tungoe (date of enrolment- S144CDP12, date of registration- 21.07.2014, date of de-registration 15.07.2017) from 24.04.2018. 	Recorded																																										
16.20.4	<p>The AC resolved to ratify the decision taken by the Vice Chancellor in approving the Research Scholars to opt for the new Regulations (RSR 2017)</p> <ol style="list-style-type: none"> i) Mr. Karan Sachdeva (Enrolment No. S135ADS01) Ph.D. Scholar in SDS has opted new PhD Research Study Regulations (2017) 	Recorded																																										

Resol. No.	Decision	Action Taken
	ii) Mr. M.Ojit Kumar Singh (Enrolment No. S135BED020) Ph.D. Scholar in SHE has opted new PhD Research Study Regulations (2017) iii) Ms Shikha Gill (Enrolment no S125CPS09), Ph. D. Scholar in SHS has opted new PhD Research Study Regulations (2017)	
16.20.5	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the following policy regarding repetition of course by the Research Scholars: Partial repetition should not be an option in the research programmes. If any student fails in a course he or she should repeat the entire course.	Recorded
16.20.6	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the following procedure for promoting Research Scholars from JRF to SRF: On accepting the request for promotion from JRF to SRF, the Dean of the School will constitute a committee of three members. The Committee will consist of the Dean of the School, the Supervisor and one expert from outside the University (selected by the Dean in consultation with the supervisor). The student will make a presentation on his/her work before the committee. The committee will evaluate the progress made by the student during the period of JRF, based on which it will make its recommendation.	Recorded
16.20.7	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the format of the Certificate to be issued by the Dean of the School to the Research Scholars as recommended by SCR. The format of the Certificate to be issued by the Dean of the School to the Research Scholars is given.	Recorded
16.21	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the certificates required at the time of MPhil/PhD thesis submission as recommended by SCR. The template of the certificates to be enclosed with the theses or to be submitted along with the theses is given.	Recorded
16.22	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the transfer of PhD Scholars in Hindi from SLS to SoL as recommended by SCR.	Recorded

Resol. No.	Decision	Action Taken
16.23	The AC resolved to ratify the decision taken by the Vice Chancellor in approving 15 September as the last date of admission to the Research programme in an Academic Year as recommended by the SCR.	Recorded
16.24	<p>Matters arising out of the Advisory Committee on Research and Project Management (ACRPM) in its meeting held on 08.02.2018 and 10.05.2018</p> <p>The AC resolved to ratify the action taken by the Vice Chancellor in approving Research Projects in AUD Centres. On the recommendation of the ACRPM in its meetings held on 08.02.2018 and 10.05.2018, the Vice Chancellor approved the AUD sponsored Research Projects (from Grant-in-Aid) titled 'Cameras of the Past', 'Poetry in the Indo-Islamic Millennium: From Manuscript to Teaching Tools', and 'Delhi Government Initiatives in Education Project' and also the externally funded Research Projects titled 'Major Research Project scheme 2017' and 'Institutionalization of the Centre for Development Practice'.</p>	Recorded
16.25	The AC resolved to ratify the action taken by the Vice Chancellor in approving the MoUs signed between AUD and (i) Tata Education and Development Trust (ii) State Resource Centre/Partners –(a) University of Jammu, Jammu and Kashmir (b) Vikramshila Education Resource Society, West Bengal (c) Aide-Et-Action, Bhopal (d) Mahila Sabha (AMS) Telangana (e) Tata Institute of Social Sciences, Mumbai and (f) Aid Et Action Chennai. The AC recommended these for further Ratification by the Board of Management.	Recorded
16.26	The AC resolved to ratify the decision taken by the Vice Chancellor in approving the recommendations of the Standing Committee for fee review on the Fees for the Academic year 2018-19. The Standing Committee for fee review in its meeting held on 01 May 2018 reviewed the current fee structure of the programmes offered at AUD and the principle of increasing the fee by 5% each academic year. The AC recommended this for further Ratification by the BoM.	Recorded
16.27	<p>Matter arising out of Standing Committee Student Affairs (SCSA)</p> <p>The AC resolved to ratify the decision of the Vice Chancellor in approving the recommendations of SCSA for grant of</p>	Recorded

Resol. No.	Decision	Action Taken
	additional one year to Ms Deepti Tandon, beyond four years to complete her MA programme in English.	
16.28	The AC resolved to ratify the VC's decision in approving the MA Performance Practice (Dance) Programme to be offered by the School of Culture and Creative Expressions	Recorded
16.29	The AC noted the following items reported in the meeting:	
16.29.1	The Academic Council took note of the status report on Centre for Community Knowledge (CCK).	Noted
16.29.2	The AC took note of the report on University Development Fund (UDF) and resolved the following: <ul style="list-style-type: none"> • Professor Valerian Roderigues who is presently occupying the Ambedkar Chair will be completing his term from 01 August 2017 to 31 July 2018 but he will be given extension by one month (from 01 August 2018 to 31 August 2018) since he is involved in editing the volume of the first ten lectures under the Ambedkar Memorial Lecture series. • Research Endowment need more publicity so that the students make the best use of it. • Similarly, endowment for student exchange needs more publicity. They should be available in addition to other travel allowances given to students. • The AC needs to brainstorm further as to how to utilise the research endowments better in the University. 	Noted
16.29.3	The AC noted the progress of the Decennial Review process initiated by the University	Noted
16.29.4	The AC noted the constitution/ reconstitution of the RSCs of the School of Education Studies (SES) and the School of Human Studies (SHS) as approved by SCR in its meeting held on 29.08.2017.	Noted
16.29.5	The AC noted the report on the admission process in the MPhil/PhD programmes of SHS, for the Monsoon Semester 2017, as approved by SCR in its meeting held on 08.03.2018 and 24.04.2018.	Noted
16.29.6	The AC noted the constitution of Research Advisory Committee (RAC) for the PhD Scholars in the SDS, MPhil/PhD scholars in the SHS and the reconstitution of RAC for Ms Kopal Chaube, PhD scholar in SHE.	Noted
16.29.7	The AC noted the Academic Calendar for 2018-19 as approved by the Vice Chancellor.	Noted

Resol. No.	Decision	Action Taken
16.29.8	The AC noted the Travel grant availed by the students for paper presentations in conferences as per the norms approved by the AC	Noted
16.29.9	The AC noted the legal opinion sought by the University on Reservations in Admissions.	Noted
16.29.10	The AC noted the organization of the Tenth Ambedkar Memorial Lecture.	Noted
16.29.11	The AC noted the Assessment and Evaluation Calendar for all the programmes for the Academic year 2018-19.	Noted
16.29.12	The AC noted the Report of the Task Group on Academic Governance Matters.	Noted
16.30	<p>The AC took note of the UGC's letter dated 04.06.2018 circulating the UGC 'Quality Mandate' for improving the quality of higher educational institutions and the highlights of the Minimum Qualifications for Appointment of Teachers in Universities and Colleges and Measures for Maintenance of Standards in Higher Education as informed by PIB, MHRD's letter dated 13.06.2018.</p> <p>In this connection, the AC in its 15th meeting held on 12.02.2018 took cognizance of the amendments in the various UGC regulations regarding recruitments and career advancement scheme of the faculty and authorized the VC to expand the Advisory Committee for the Academic Services Division for the purpose of thorough examination of the faculty recruitment and Career Advancement policy of AUD in the light of the recent developments.</p>	Noted
16.31	Any other items with the permission of the Chair	
16.31.1	The Vice Chancellor informed the AC that he had received a request from the Mathematics faculty to place an agenda item before the Academic Council pertaining to the teaching workload of BA Mathematics Programme. In this regard, the VC informed the members that a committee has been set up to examine all aspects related to the faculty workload in BA Mathematics and the report of the committee will through due process be brought to the AC for its consideration.	Noted
16.31.2	The Academic Council noted that this was the last AC meeting being chaired by Professor Shyam B. Menon and it placed on record its deep appreciation for the rigorous, transparent and professional manner in which all the proceedings were conducted by him.	Noted

Proposal for PhD Programme in Education

**School of Education Studies
Lodhi Road Campus
Ambedkar University Delhi**

December 2018

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Ambedkar University Delhi
 Proposal for Launch of a Programme
 (To be approved by the Academic Council)

School	School of Education Studies (SES)
Programme Name	PhD Programme in Education
Programme Type (Professional/Liberal/Research/ etc.)	Research
Level (Pre-doctoral/MA/PG Diploma/UG/Certificate)	Doctoral
Total Credits	16 Credits
Proposed date of launch	August 2019
Programme coordinator and team	Coordinator: Monimalika Day <i>Team:</i> Anandini Dar, Gunjan Sharma, Manish Jain, Manasi Thapliyal, Nivedita Sarkar, Prabhat Rai, Rajshree Chanchal, Shivani Nag, Sunita Singh

1. **Specific requirements on the part of students who can be admitted (Qualifications; prior knowledge level; any others – please specify):** The doctoral programme has been envisaged as a space which will attract candidates from multiple disciplines with a genuine interest and sense of inquiry on various aspects of education.

Minimum eligibility for applying for PhD is 55 % marks or an equivalent grade in Post-Graduate degree. A relaxation of 5% of marks, from 55% to 50%, or an equivalent relaxation of grade, may be allowed for candidates belonging to SC/ ST/ OBC (non-creamy layer)/Person with Disability categories. The eligibility marks of 55% (or an equivalent grade in a point scale wherever grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible based only on the qualifying marks without including the grace mark procedures. Candidates who have research publications or two years' work experience in a relevant area will be given preference.

2. **Entrance process (test, interview, cut-offs, etc.):** A committee will be set up to evaluate the credentials of the candidates applying to the programme. Applicants from different disciplines and domains of praxis who have a strong interest in critically engaging with issues and theories of education will be encouraged to apply. The committee will conduct the admission process at SES in four stages:
 - a. Basic eligibility
 - b. Research proposal (20%) and statement of purpose (10%)
 - c. Written test (45%)
 - d. Personal interview (25%)

Note—AUD Guidelines: The admission will be based on a written test (the indicative range of the weightage is 40 to 50 per cent), review of research proposal or statement of purpose (the indicative range of the weightage is 20 to 30 per cent) and personal interview. the weightage of which cannot exceed 25 per cent.

Research Proposal and Statement of Purpose

- Along with the application document, the candidate must submit a research proposal not exceeding 1500 words, explaining the nature and the process of the proposed work. The

applicant must also identify the broad area of research and the faculty supervisor they would like to work with.

- In addition, candidates must submit a statement of purpose articulating why they wish to pursue a PhD in Education. not exceeding 500 words.

Written Test: Candidates who fulfil the basic criteria will be invited to appear for a written examination conducted by the School of Education Studies (SES) at the university. The goal of the written test will be to assess the candidate's ability to read and conceptually engage with discourses in education and their ability to express their ideas in written form.

Interview: Once the admission committee is satisfied with the candidate's profile and the statement of research interest, and results of the written test, they will be asked to appear in a personal interview with a panel of experts. During the interview, the candidate will be assessed for their suitability for a rigorous research programme and their intent and interest towards teaching, research and engagement in the field of education.

Final Selection: The final selection will be based on the following:

- a. qualifying marks in Masters or M.Phil. programme
- b. scores on the
 - i. written test
 - ii. statement of purpose for PhD
 - iii. research proposal
- c. the score on the interview of the candidate by a panel of experts.
- d. agreement of faculty advisor to take on the candidate for supervision.

Based on the above criteria, the candidate will be offered admission to the PhD programme at the School of Education studies (SES).

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Maximum of 10 per year
4. **Programme scheduling (semesters; years; whether includes inter-semester breaks or not; etc.):** The programme is structured such that students will have 10 semesters (monsoon and winter) to complete the programme. Students are expected to complete their coursework in the first two semesters. The rest of the semesters have been planned to support students to complete their dissertation by the 10th semester. Thus, it is a five year programme. Classes have not been planned for summer or winter breaks.
5. **What are the intended aims of the programme?** There is a critical need to develop scholars who are able to assume leadership positions in academics and other sites of practice to: question, study, critique the various forces influencing the discourse of education and respond by creating alternative pathways. The programme intends to nurture research scholars who develop the capacity to study the changing landscape of education and the critical issues in the various sites of practice. It also aims to develop evidence based approaches to promote equity social justice. The programme is designed to enable candidates to engage in rigorous scholarship and enhance the existing literature in the field with high quality research. The courses will encourage candidates to examine topics through multiple lenses grounded in different disciplines.
6. **How does the programme link with the vision of AUD?** Ambedkar University Delhi, which was established in 2007 by the Govt. of the NCT of Delhi through an Act of Legislature, was mandated to focus on research and teaching in the social sciences and humanities, guided by Dr.

B.R. Ambedkar's vision of bridging equality and social justice with excellence. The School of Education Studies, established in 2012 has since its inception strived to realise this vision through its attempts to engage with education in its multiple dimensions and contexts, through the two Masters level courses that it offers. However, the aim of SES which is to foster a greater convergence between a macro level study of education as a phenomenon and the institutional context and dynamics of the practice of education at the micro level informed by global and local perspectives, requires a more intense and sustained engagement with research. The doctoral programme has been designed to address the need to develop scholars who are well prepared to engage in research on education from different dimensions and in various locations of practice.

7. **How is the proposed programme positioned vis-à-vis the programmatic scheme envisaged for the School at its inception? How does the programme link with other programme(s) of the School?** The first Masters programme at SES was launched in 2012. There has been an emphasis on understanding education in the various contexts in which it operates and in relation to understanding the learners, the educators and the pedagogical practices. The second Masters programme in Education with a specialization in Early Childhood Care and Education (ECCE) launched in 2014, has been designed to promote a nuanced understanding of needs of young children in different contexts. There is a focus on knowing ECCE as a discipline, anchored in engagement with multiple disciplines including child development, sociology, history, critical pedagogy, psychoanalytic frame, anthropology, and management.

Further, the bridging of theory with practice across the two programmes has also been attempted through efforts to develop sustained and collaborative relationships with institutions in various sites of practice in public, private and non-government sector. The programme also has a research component whereby students are encouraged to engage with challenges and concerns of education through multidisciplinary perspectives. *While this has definitely encouraged development of sensitive, informed and committed practitioners, the field/discipline also requires more engaged scholars committed to identifying challenges in education, developing newer insights and contributing to the knowledge construction in the field/discipline*

Moreover, SES plans to launch several professional programmes for teachers and teacher educators in the near future including a four year B.A.B.Ed programme and a two year M.Ed programme. It is expected that some of the graduates from the M.A. and the M.Ed. programme will be interested in pursuing their higher studies. Furthermore, the school is in the process of planning in-service programmes for teachers in Delhi. These programmes together will offer a career ladder for students from undergraduate to the doctoral level.

A PhD programme at SES will provide the space where scholars can engage with questions around theory and practice in education and provide newer perspectives. In past few years, several of our own graduates have shared the need for SES to have a research programme where they can pursue the research questions that have been shaped/ informed by the nature and focus of courses taught at our Masters programme or the field engagements facilitated during these years. Additionally, as SES moves towards establishing closer links with school systems in Delhi through imaginations around the pre-service and in-service programmes, a vibrant research environment becomes particularly meaningful to ensure that transactions across programmes that are informed by ongoing research endeavours

8. Does the programme connect to, build on or overlap with any other programmes offered in the University? Is it offered in collaboration with any School/Centre at AUD (if yes, please specify the nature of collaboration)? The programme was not planned in collaboration with any other schools or centers. However, we have consulted the experts in the Centre for Social Science Research Methods (CSSRM) several times when planning the research courses. We have also discussed the possibility of offering research method courses through SES or the CSSRM and open it up to doctoral students across the university.
9. How is it positioned in relation to other similar programmes in the field? In keeping with Dr. B.R Ambedkar's vision the doctoral programme has a strong focus on issues of social justice. AUD "strongly believes that no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class. Only then can teaching and learning become liberating undertakings, contributing to the promotion of equality, social justice and excellence". This idea is central to the way in which research agenda is shaped in the school of education. In a society, where inequality and diversity has been the reality for many centuries, the efforts to generate new knowledge must be linked to respond to the existing and emerging disparities in the society and inculcating respect for plurality. The foundation courses on research and education, as well as the electives have designed keeping this objective in mind. Furthermore, doctoral seminar and the portfolios have been added to scaffold the candidates through the process of working on their dissertation, as this period is challenging and many scholars experience difficulty in sustaining the rigour that is needed to complete a doctoral programme.
10. Is there a sufficiently defined body of knowledge and literature to support the programme? Yes, there is a well-defined contour of knowledge generated by scholars in India and abroad on various dimensions of education. There is vast body of literature available for scholars at the doctoral level. However, there is also a need to strengthen the research and literature in many areas of education especially in the Indian context. The doctoral programme is designed to motivate scholars to explore some of the existing gaps in the literature and contribute in these areas through their scholarship.
11. What are the professional trajectories that the graduates of the programme may pursue? The community of scholars in the School of Education Studies come from diverse disciplines and are well positioned to guide the candidates in various areas of specialisation in the doctoral programme which includes:
- Curriculum Studies
 - Educational Theory
 - Education Policy and Reform
 - Language and Literacy
 - Early Childhood Care and Education
 - Inclusive Education
 - Critical Pedagogy
 - Child and Youth Studies
 - Teacher Education
12. Are there sufficient in-house faculty resources available for the programme? Currently five of the existing faculty members are eligible to guide PhD scholars based on the AUD

guidelines. However, more faculty members will be eligible to take doctoral scholars in the coming years. It is also important to keep in mind that the school plans to launch a number of new programmes for which additional faculty positions have been sanctioned. Some of the newly recruited faculty would be eligible to take doctoral students.

13. **Rationale for the nomenclature of the programme.** The programme aims to foster greater convergence between the study of education as a social phenomenon and the teaching-learning processes in various sites, as informed by both local and global perspectives. In doing so, the school aspires to bridge the gap between theory and practise of education by focusing on the multiplicity of locations and plurality of perspectives to understand important ways of knowing and improving education in various locations. The name of the programme is chosen to reflect our stance on to the study of education.

14. Programme Details:

- a. **Concept:** In conceptualizing the doctoral programme, the SES faculty went through a collective exercise to develop a shared vision of the graduate of the future. The programme philosophy, pedagogy and structure of the programme were developed from this shared vision. In imagining the graduate of the future, SES intends to focus on three important aspects of the learner in an integrated approach:
- Knowing (what the candidate should know)
 - Doing (what the candidate must be able to do)
 - Being (who the candidate should be)

First, focusing on knowing, the programme structure is designed to offer scholars opportunities to explore how we come to know and embrace various methods of inquiry. Using coursework, seminars, readings, reflections, class discussions, and individual research, the programme seeks to develop students' ability to reflect critically on the strengths and limitations of the various ways of knowing, and to become aware of the implications of the different ways of knowing applied in theory, research and practice. They will be expected to articulate how various ways of knowing affect individual scholar's thinking, research, and practice in education and related fields. While encouraging scholars to pursue specific areas of specializations they will be encouraged to develop a coherent interdisciplinary understanding of the field by taking courses from other schools and through dialogues with peers and experts from other fields.

Second, to emerge as leading scholars in the field of education in the twenty first century, candidates need to master a repertoire of skills. During the doctoral programme they will be expected to refine their scholarship abilities, including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources. They will be encouraged to participate in various learning opportunities including: seminars, internships, guided study, independent research, and conferences.

Finally, SES aspires to critically reflect on the discourse of education as a commodity and attempts to develop a doctoral programme that recognises, values, and nurtures the "being" of a person. The pedagogic approach and the various components of the programme structure have been developed with the intent to foster humane qualities, such as empathy, care, and concern, along with the qualities such as intellectual honesty and academic rigor. A doctoral candidate is expected to develop sensitivity towards the social, cultural, historical, and economic factors that influence the lives of children and adults in various sites of educational practice. Only with such

sensitivity, we believe, can one be a true agent of social change and transformation. SES expects the graduates to become researchers, teacher educators, programme leaders and advocates for social justice.

- b. **Objectives:** The programme aims to foster greater convergence between the study of education as a social phenomenon and the teaching-learning processes in various sites, as informed by both local and global perspectives. In doing so, the school aspires to bridge the gap between theory and practise of education by focusing on the multiplicity of locations and plurality of perspectives to understand important ways of knowing and improving education in various locations. Candidates will have the opportunity to deepen their sense of inquiry and expertise through engaged scholarship and various learning experiences including: coursework, seminars, mentorship, and peer support. The School of Education Studies at AUD envisions their doctoral scholars to be at the leading positions in academia and various sites of educational policy and praxis. To assume such a position, they need to be reflective independent researchers and be well-versed with educational theory, and practices in various sectors in India. The major objectives of the programme are:

- Increase the number of research scholars who are aware of the issues related to education and are able to engage in rigorous study of these topics independently
- Enhance the number of research studies in various areas of education particularly from the standpoint of promoting equity and quality
- Promote innovative evidence based practices by way of exploring and initiating alternative pedagogic models

- c. **Expected learning outcomes:** Doctoral candidates are expected to develop:

- Ability to conduct independent and collaborative research studies with academic rigour.
- Follow research and academic ethics when conducting any study or writing on a topic
- Develop an integrated understanding of education and related disciplines through coursework.
- Critically examine political and socioeconomic contexts in which education programmes are situated
- Contribute to curriculum development, policy development and planning of educational schemes.
- Acquire the ability to teach undergraduate and graduate level courses and develop awareness of various pedagogic practices in higher education.

- d. **Overall structure (programme template with course organisation, course titles, credits, etc.):** A detailed description of the structure of the programme is attached in Annexure I. Minutes of the RSC and Consultations are at Annexure II. Core and Elective courses are at Annexures III and IV.

1. **Teaching-learning:**

- a. **Instructional strategies:** The programme is anchored in Dr. Ambedkar's vision to bring together social justice, equality and excellence in education. There are six important principles that guide the pedagogy of the programme based on the vision of the graduate of the future. The key principles are: relationship based learning, spirit of inquiry, expertise in the field of education, pursuit of social justice, the craft of teaching, and reflective practice. The courses, experiences, assessment processes and the dissertation process reflect a braided approach to integrating these principles.

Relationship based learning: Learning and human transformation often unfolds in the context of dialogues that happen with significant persons in an individual's life. Our goal is to create a relationship based programme, where mentoring and supportive relationships is a crucial aspect of the programme. SES aims to offer scholars multiple spaces and possibilities for engagements with their own self, their peers and the community at large. All candidates will be assigned a mentor by the admission committee, once they are accepted in the programme. Furthermore, candidates will be encouraged to assume mentorship roles for graduate and undergraduate students during the course of their study. Scholars are expected to take leadership in organizing seminars, conferences, and workshops to bring together the various stakeholders, ideas, and practices in the field of education.

Sense of inquiry: Doctoral candidates need a solid grounding to become familiar with strategies used for literature reviews, meta-analysis and meta-synthesis. They need to develop the ability to critically analyse research studies and comment on their quality with confidence. Furthermore, they need to know how to design and conduct research studies with rigour. Doctoral seminars along with a variety of courses in research methods will give candidates the opportunity to become familiar with approaches to inquiry and paradigms of interpretations.

Expertise in the field of education: To become transformative agents, candidates must be familiar with existing discourses and practices in the field of education. SES will offer two courses on education studies in the first year especially designed for PhD candidates. Moreover, students are expected to take additional courses developed for the Masters programme, depending on their topic of inquiry. In addition, students are encouraged to take elective courses from both within and outside the school to develop expertise in their specific area of study. In order to have a broader idea of the field of education scholars are expected to participate in SES seminars, workshops, and conferences in education and related fields.

Pursuit of social justice: Doctoral candidates will be encouraged to recognize various forms of oppression in the society at large and in educational institutions in particular through the courses, readings, doctoral seminars and field experiences. SES expects the scholars to be sensitive to diversity and issues of marginality affecting children, families, and communities. As many first-generation learners from traditionally marginalized communities enter various educational institutions in India, it is necessary for educationists to recognize the needs of these learners and the forms of knowledge they bring to the formal learning spaces.

The craft of teaching: There is a critical need to prepare teacher educators to address the diverse needs of teachers and learners in India. Candidates will be encouraged to work with faculty for undergraduate and graduate courses to strengthen their scholarship and understanding of teaching. They will have opportunities to work with a faculty member to learn about the process of planning, teaching, and evaluating courses. By faculty members for different courses, they will become familiar with multiple approaches to teaching and will also have the opportunity to enhance their own teaching potentials.

Reflective Practice: Reflective practice is crucial to developing high quality teacher educators, researchers and reformers. Reflective thinking in scholars will be encouraged through the nature of assignments, dialogues and engagement in field experiences. SES encourages scholars to question what they do, how they do it, and imagine new ways of approaching diverse situations. The portfolio presentations provide a structured opportunity to engage in reflective thinking and develop foresight towards the completion of their doctoral study.

- b. **Special needs for the programme (instructional space: studio, lab, clinic, workshop, etc.; equipment, software, any other – please specify):** The school will need to purchase software for data analysis if these are not available with the university. These include: Stata, SPSS, Atlas Ti or comparable software.
- c. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** SES has developed strong relationships with various schools and field based organizations in Delhi, and other parts of India for the field attachments in the masters' programmes. The school can support doctoral candidates to engage with these sites if their area of inquiry requires them to work with such entities.

Signature of Programme Coordinator(s)/Convenor(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programmes should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

Recommendation of the School Research Studies Committee:

Suggestions:



Signature of the Dean of the School

Annexure I

14. d. Programme Structure

1. Programme at glance

	Core/Compulsory Courses	Electives	Other requirements	Total Credits
Semester I (Course work)	1. Education Studies I: Perspectives in Education (4 credits) 2. Research Methodology I: Nature of Inquiry in Social Science Research (2 credits)	1. Elective I (to be chosen from the PhD elective basket offered at SES or from any other school at AUD). (2 credits)	Doctoral Seminar: (PhD candidates are required to attend lectures/ workshops/ presentations of work in progress that are organised under the Doctoral Seminar Series). & Portfolio Presentation I	8 credits
Semester II (Course Work)	3. Education Studies II: Mapping Education Studies (2 credits) 4. Research Methodology II: Methodologies in Education Research (2 credits) 5. Guided Reading Course (2 credits)	2. Elective II (to be chosen from the PhD elective basket offered at SFS or from any other school at AUD (2 credits)	Doctoral Seminar & Portfolio Presentation II	8 credits
(Total credits in Semesters I & II)				16 credits
Semester III	<i>Dissertation Synopsis Defence</i>		Doctoral Seminar	NA
Semester IV	Work on the PhD Research- Literature review, finalization of methods and tools, pilot study,		Doctoral Seminar & Portfolio Presentation III	NA
Semesters V & VI	Work on the Phd Research- Data collection, field visits		Doctoral Seminar	NA
Semesters VII & VIII	Work on the PhD Research- Results, Analysis, Writing of chapters		Doctoral Seminar & Portfolio Presentation IV	NA
Semester IX	Work on the PhD Research- Draft 1 of the research, working on the feedback, finalization of chapters.		Doctoral Seminar	NA
Semester X	Submission of the doctoral thesis			NA

2. Credit requirements

As per the UGC notification (dated 5th May 2016), “the credit assigned to the M.Phil. or PhD course work shall be a minimum of 08 credits and a maximum of 16 credits” (pt. 7.1, pg.7). In keeping with the guidelines, a PhD research scholar will be required to take a course work of maximum 16 credits which includes core courses on Education Studies (6 credits) and Research Methods(4 credits), a compulsory Guided Reading Course (2 credits) and two Electives (2 credits each).

3. Coursework

The 16 credits of workload must be undertaken by the scholar in the first two semesters of the PhD programme and must be completed by the end of the first year. This will also enable the PhD candidate to finish the PhD research in the stipulated time period. Candidates can also opt for additional course(s) and earn extra credits during their research over and above the minimum desired credits for coursework.

The minimum passing grade for each doctoral course shall be ‘B Only’. Doctoral PhD candidates undertaking course work shall be evaluated during each semester. A PhD candidate who is unable to pass a course or is unable to achieve a prescribed minimum grade average in the course(s) shall be allowed to **repeat and pass the course(s)** or equivalent assignments/examinations of the course(s) **within twelve months**. However, the normal registration period shall not be extended for doctoral candidates required to repeat courses.

3.1. Credited courses for Semester I

3.1.1. Education Studies I: Perspectives in Education (4 credits)- Core Course (See Annexure II a).

3.1.2. Research Methodology I: Nature of Inquiry in Social Science Research (2 credits) – Core course. See Annexure III a).

3.1.3. Elective I (2 credits) - The PhD candidate can opt for a 2-credit elective course in semester 1. The candidate can opt from the electives basket offered in SES or any other school in AUD, provided that the electives have been approved for research programme by the SCAP and the Academic Council.

The electives basket for the PhD scholars includes the following 2 credit courses

- 3.1.3.1. Foundations of Economics of Education
- 3.1.3.2. Politics and Education in India
- 3.1.3.3. Sociology of Education
- 3.1.3.4. Global Childhoods
- 3.1.3.5. Education and Social Mobility
- 3.1.3.6. Critical Literacy
- 3.1.3.7. Culture, Cognition and Educational Practices
- 3.1.3.8. Multilingual Education: Practices, Challenges and Possibilities
- 3.1.3.9. Global Education Policy and Networks
- 3.1.3.10. Researching Educational Change

- 3.1.3.11. Writing in the Early Grades
- 3.1.3.12. Feminist Pedagogies
- 3.1.3.13. Case studies in qualitative methods
- 3.1.3.14. Action research
- 3.1.3.15. Social Network Analysis
- 3.1.3.16. Discourse Analysis
- 3.1.3.17. Interpretive Methods in Research with Children & Youth
- 3.1.3.18. Quantitative Research Methods

3.2. Credited courses for Semester II

- 3.2.1 Education Studies II: Mapping Studies (2 credits)- Core Course (See Annexure II b).
- 3.2.2 Research Methodology II: Reading Education Research for Methodology (2 credits) – Core course. (See Annexure III-b).
- 3.2.3 Guided Reading (2 credits)- Compulsory course (See Annexure IV).
- 3.2.4 Elective I (2 credits) - The PhD candidate can opt for a 2-credit elective course in semester 2. The candidate can opt from the electives basket offered in SES or any other school in AUD, provided that the electives have been approved for research programme by the SCAP and the Academic Council.

3.3 Exemptions allowed from coursework:

- 3.3.1 Exemption from course work for PhD programme will be considered only for candidates with a prior M.Phil. degree or an equivalent degree (that includes course work as a necessary component) in a discipline relevant to the field of research, subject to approval by RAC. Candidates without an M.Phil. degree but who may have completed M.Phil. or PhD course work may also be considered for exemption, subject to review of the course syllabus and grades and approval of the same by the RAC. .
- 3.3.2 Candidates who wish to avail exemption from the course work will be required to fill a course-work exemption form and submit all the necessary documentation (including the syllabus and the transcripts) providing evidence of course work completed earlier with equivalent grade required for SES PhD programme. The RAC will review the documents in light of the requirements of the SES PhD programme and its relevance to the course work.
- 3.3.3 The candidates found eligible for course-work exemption by the RSC will be required to clear a short exam before the exemption can be confirmed.
- 3.3.4 In cases where a candidate is found eligible for course-work exemption, the RAC can still advise the candidate to opt for courses not exceeding 8 credits, relevant to their area of research.

3.4 Other requirements of programme/ qualifiers

3.4.1 **Doctoral Seminars:** The Doctoral Seminars aim at providing a space for PhD scholars to come together to hear and engage with works of scholars engaged in similar or allied areas and even share their own works in progress once a fortnight. Participation in doctoral seminars is expected to further provide an opportunity to scholars to form a community of researchers and gain from peer feedback. The seminars will be scheduled once a fortnight. The space of the doctoral seminar may also be utilised by the scholars to organise seminars and workshops in areas of their own interest that may not always require a faculty to coordinate. For instance, a seminar on time management, a writing workshop, workshop on data analysis: Atlas.ti/ SPSS, and so forth. The doctoral seminar is non-credited; however, the research scholars are expected to participate in the same. The participation in the doctoral seminars is aimed at encouraging researchers to find a meaningful space for academic interactions for the entire duration of the programme.

3.4.2 **Portfolio presentations-** The purpose of the Portfolio in the doctoral programme in Education is to give PhD candidates an opportunity to document and reflect on their academic journey/accomplishments in an organized, coherent way and present the information to the Research Advisory Committee (RAC) for feedback and evaluation. It provides the PhD candidate an opportunity to engage in self-reflection and develop a comprehensive account of their experiences and ongoing progress towards their academic goals. The journey from completing the coursework to completing the dissertation can be daunting for many PhD candidates. The portfolio presentations provide a structure to the PhD candidates to critically examine their progress and engage in systematic planning to complete the programme. The review and evaluation processes include four presentations by the PhD candidate to their Research Advisory Committee (RAC) over the course of the programme. These presentations allow the RAC members to learn about the PhD candidate's progress, scaffold their learning, and provide individualized guidance. The portfolio presentations are also in keeping with the UGC stipulation requiring PhD candidates to present their progress once in 6 months. In the Portfolio process, each PhD candidate will:

- Define their academic goals for the current and upcoming semester;
- Develop specific plans to achieve those goals through coursework, research experiences, and field-based activities;
- Demonstrate the way in which understanding of their specialization changes and advances with time.
- Synthesize and reflect upon the process and outcome of engaging in various learning activities;
- Modify goals and plans as needed based on self-reflection and feedback from the RAC;
- Demonstrate readiness to proceed to the subsequent phases of the doctoral programme.

The PhD candidate must contact their dissertation supervisor/ RAC Chair to schedule their portfolio presentations.

3.4.2.1. *Portfolio Presentation 1:* The first portfolio presentation will be conducted during the first year of study. At the first portfolio meeting the PhD candidate will present the following documents to the RAC and obtain feedback from them:

- A statement on academic development so far.
- A Personal Essay (3-5 pages) articulating their academic goals related to their areas of specializations, process of inquiry and professional interests.
- Plan of study (3-5 pages) describing the activities and experiences the PhD candidate wishes to pursue to meet the stated goals along with timelines.

3.4.2.2. Portfolio Presentation II: The second portfolio presentation will be conducted at the end of semester 2, after the completion of the required coursework and before the presentation of the synopsis. At the second portfolio meeting the PhD candidate will present the following documents to the RAC and obtain feedback from them:

- Analytic Essay (500 -1000 words) articulating how the coursework and other learning experiences informed and shaped the PhD candidates thinking regarding their specialization and topic of inquiry. PhD candidates are expected to analyse what they have learned about the field so far and to situate this knowledge in the various courses they have taken. Finally they will identify questions that have emerged from engaging with the courses.
- Artifacts or best work from the various courses taken by the PhD candidate.
- Bibliography for their literature review
- Revised plan of study highlighting the major milestones accomplished and any changes they need to make. The PhD candidate must report how the feedback from the first portfolio presentation was addressed.

3.4.2.3. Portfolio presentation III & IV: The third and the fourth portfolio presentations will be conducted after the dissertation synopsis and before the pre-submission presentation. One of these could be scheduled after the PhD candidate has finished the chapter on literature review, before proceeding for data collection and the following one could be scheduled after the scholar has completed preliminary analysis. During the portfolio presentations, the scholar will present the following documents to the RAC and obtain feedback from them:

- An updated statement on academic development.
- A presentation of the progress made since the synopsis was submitted. Discuss emerging findings from the initial analysis. Present questions and dilemmas related to completing the dissertation.
- Revised plan of study and transcript highlighting the major milestones accomplished and any changes they need to make. The PhD candidate must report how the feedbacks from the previous portfolio presentations were addressed.

3.4.3 Synopsis presentation and defence: PhD scholar will be required to present the research synopsis during the third semester, work on the feedback and defend the synopsis before the end of the third semester. This presentation may be open to the public. The candidate will not be allowed to present synopsis after the fifth semester. The enrolment of the candidate who is **unable to defend successfully a synopsis within the 5th semester of registration in the programme** will be cancelled

The length of the synopsis should be a minimum of 8-10,000 words and may include the following sections depending on the nature of the work:

- Introduction and rationale (contextualising the research- theoretical framework)
- Review of literature
- Research questions
- Research methodology (framework, design, sample/data sources, methods of data collection and analysis)
- Expected outcomes- contribution to the field-significance
- Timeline
- Bibliography
- Tentative chapterisation

Once the synopsis presentation has occurred, any significant departure from the defended synopsis in terms of basic definition of the research topic or the plan of research must be approved by the RAC and these changes must be incorporated into a revised synopsis and successfully defended according to aforementioned guidelines.

3.4.4. Publication and conferences requirements -Doctoral candidates must publish at least one (1) research paper in any refereed journal and make two paper presentations in conferences/ seminars before the submission of the thesis for adjudication and produce evidence for the same in the form of presentation certificates and/or reprints.

3.4.5. Pre-submission presentation – Doctoral scholars shall be required to make a pre-submission presentation of their thesis before submission. The scholar shall be required to submit the thesis within three months of the pre-submission presentation. If thesis is not submitted within three months, the scholar will make another pre-submission presentation. Such presentation shall be open to all PhD candidates and faculty members of the university. The purpose of such exercises is to elicit comments and feedback on the research project that may be incorporated into the thesis with the help of the Supervisor(s).

3.5 Allocation of supervisor

Each candidate will be provided a faculty advisor on entry into the Doctoral programme in keeping with candidate's research interest, faculty's research interests and the faculty workload. The PhD candidate can consult the faculty advisor for selection of electives and for working on the guided reading course. The supervisors will be allotted to the candidates at the end of second semester on completion of course work. This will allow the PhD candidate time to engage with different core and elective courses, interact with the faculty members and finalise the research area, an important criteria for the allocation of the supervisor. The Research Advisory Committee (RAC) for each PhD candidate will also be formed at the end of the second semester.

Annexure II: Minutes of the RSC and Consultations

- a. Minutes of RSC held on 20th August, 2018
- b. Minutes of RSC held on 14th May, 2018
- c. Minutes of external consultation on 2nd April, 2018
- d. Meeting with Prof. N. Jayaram 19th February, 2018
- e. Minutes of consultation with experts from Azim Premji University (APU) on 23rd May 2017
- f. Minutes of internal consultation with experts from AUD on 22nd May 2017

School of Education Studies, AUD

Minutes of Research Studies Committee (RSC), August 20, 2018

SLS organised an RSC meeting on August 20, 2018, Lodhi Road Campus. The meeting was attended by:

Sunita Singh, Dean (Offg.) SES, Chair RSC
Rukmini Sen, Associate Professor SLS, Member
Nandini Nayak, Assistant Professor SDS, Member
Manish Jain, Associate Professor SES, Member
Gunjan Sharma, Assistant Professor SES, Member
Shivani Nag, Assistant Professor SES, Member
Monimalika Day, Associate Professor SES, Convener

Special Invitees: Manasi Thapliyal Assistant Professor SES, Nivedita Sarkar, Assistant Professors SES, Prabhat Rai Assistant Professors SES, and Rajshree Chanchal, Assistant Professor SES.

The agenda of the meeting was to consider the following items:

1. Confirmation of the minutes of the RSC meeting held on May 14, 2018
2. The proposal and programme structure of the PhD programme revised on the basis of the RSC held on May 14
3. The revised core courses to be offered in Semesters 1 and 2 of the PhD programme:
 - 3.1. Two Research Methods courses: Nature of Inquiry in Social Science Research (2 Credits, Semester 1); and Research Methodologies in Education (2 Credits, Semester 2)
 - 3.2. Two Education Studies courses: Perspectives in Education (4 Credits, Semester 1); and Mapping Education Studies (2 Credits, Semester 2)
4. The elective courses to be offered in Semesters 1 and 2 of the PhD programme:
 - 4.1. Foundations of Economics of Education (2 Credits)
 - 4.2. Quantitative Research Methods (2 Credits)
 - 4.3. Qualitative Case Study Methods (2 Credits)
 - 4.4. Discourse Analysis (2 Credits)
 - 4.5. Critical Literacy (2 Credits)
 - 4.6. Multilingual Education: Practices, Challenges and Possibilities (2 Credits)
 - 4.7. Education and Social Mobility (2 Credits)
 - 4.8. Politics and Education in India (2 Credits)
 - 4.9. Sociology of Education (2 Credits)
5. Any other item (with the permission of the Chair)

The following were discussed:

1. The RSC resolved to confirm the minutes of the previous RSC meeting held on May 14, 2018.

2. The revised PhD proposal and programme structure

The revised programme proposal and the programme structure of the PhD programme were presented. There was a discussion on an appropriate time to assign a PhD supervisor and constitute a RAC for each doctoral candidate. It was pointed out on the basis of experience of the other PhD programmes that candidates are better prepared to take a decision on the research topic after some course work. Thus assigning a dissertation supervisor towards the end of the Semester 2 will be better than by the end of Semester 1.

A question was posed on whether in addition to the required core course on guided reading an additional course should be offered on guided reading as an elective. Following the deliberations, it was decided that it was not necessary to have such a course. The PhD courses that have been developed may be transacted as guided reading if required. An appropriate representation of this should be included in the instructional strategy of the courses.

This was followed by a conversation on exemption of course work for candidates who enter the programme with a MPhil degree. Taking into consideration the UGC guidelines the committee felt it will be safer to require them to take upto 8 credits.

Based on the above deliberations, the RSC resolved to recommend the PhD programme proposal and structure with the following changes for the consideration of the SCR:

- Candidates should be assigned an academic advisor for general mentorship at the time of entering the PhD programme till a dissertation supervisor is allocated. The academic advisor could be a mentor who will guide the candidate on the selection of electives, deciding on a topic and proposal (especially if different from that presented during admissions), and the final choice of a PhD supervisor. Candidates must decide on a dissertation supervisor by the end of the second semester and the RAC must be formed thereafter.
- The core course on guided reading should be presented in a course format like the other courses (as approved by the AC). Students should focus on readings related to their area of inquiry, create an annotated bibliography and present it to a school level committee.
- Candidates who have an MPhil degree prior to entering the programme can get exemption upto 8 credits of the PhD coursework.

3. The revised core courses to be offered in Semesters 1 and 2 of the PhD programme:

The revised core courses to be offered in the Semesters 1 and 2 of the PhD programme were presented and discussed as follows:

3.1. Two Research Methods Core Courses

The following two revised Research Methods I & II courses were presented:

- a) Nature of Inquiry in Social Science Research (2 Credits, Semester 1)
- b) Research Methodologies in Education Research (2 Credits, Semester 2)

It was shared that two courses have been revised based on the suggestions made in the previous RSC. The research methods core component is now organised in 2 courses of 2 credits each. There is also a possibility for students to further take research methods courses that are offered as electives.

The RSC resolved to recommend the two courses for the consideration of the SCR with the following changes:

- Some readings were suggested for the course on Research Methods I such as Joan Scott's work on experience as inquiry, and ways of seeing by John Berger. It was suggested that in the Research Methods II:
 - o Consider introducing students to reading policy documents. Some aspects of engaging with education policy course at the MA level may be integrated in the different units.
 - o Add some description for each of the method below the heading.
 - o Readings that illustrate the use of the different methods may be included, especially for Surveys. For example, the report by Amartya Sen (Pratichi Trust) on West Bengal and the PROBE report.

3.2. Two Education Studies Core Courses:

The following revised Education Studies I & II courses were presented:

- a) Perspectives in Education (4 Credits, Semester 1)
- b) Mapping Education Studies (2 Credits, Semester 2)

It was shared that the credits allocated to the Education Studies component has been increased from 4 credits to 6 credits. In the "Perspectives in Education" course instead of a series of lectures, 3 modules have been introduced based on the discussions in the previous RSC.

The RSC resolved to recommend the two courses for the consideration of the SCR with the following changes:

- The reading list for the Mapping Education Studies course should be organised in essential and suggested readings.

4. The elective courses to be offered in Semesters 1 and 2 of the PhD programme:

SES faculty members presented a total of nine elective courses. Each course was presented by the faculty member/s who designed the course.

After due deliberations on each of these courses, the RSC resolved to recommend the following eight courses for the consideration of SCR with the following changes:

4.1. Foundations of Economics of Education (2 Credits)

- Describe how the course links to vision of SES and AUD
- Write brief descriptions for each module
- Six assessment situations may be difficult to organize in a 2 credit course. The number of assessments should be reduced.
- Consider reducing the contents in each unit.
- Political economy of education perspective, role of state, development and democracy, and the questions of access, distributive justice and the like could be brought-in.
- There are several readings of one author included in the course. Some of these can reconsidered. Readings by Sen & Dreze, Tapas Mazumdar, Deepak Nayyar, and Ashwani Saith, may also be included to build-in a larger perspective around the questions of development and education.

4.2. Quantitative Research in Education (2 Credits)

- The course contents need to be reduced keeping in view the overlaps with the statistics and quantitative methods courses in the MA programme of the School.
- The pre-requisite for the course should be drafted in view of the above.

- The focus and the purpose of the course needs to be clearly defined. The advanced statistical techniques in Unit III may be introduced to students while helping them to develop capacity to use the SPSS software.
- It may be difficult to organize six assessment situations in a 2 credit course. The number of assessments should be reduced.
- Instead of using textbooks, some research papers where these quantitative techniques are used should be included. A book titled "How to lie with statistics" was suggested.

4.3. Qualitative Case Study Methods (2 Credits)

- Need to add more readings from the Indian context, for example Rudolph and Rudolph.

4.4. Discourse Analysis (2 Credits)

- The course outline needs to be completed.
- Consider adding a few readings such as "Saura as if discourse" by Minati Panda and the work of Suresh Canagarajah from Sri Lanka.

4.5. Critical Literacy(2 Credits)

- Articulate the location of the course in the description i.e., specific to language and literacy.
- Could consider literature from adult literacy movements. For example, the Arunakulam's movement, People's science movement, Eklavya Project. Consider including various works by Pathak, Sadgopal and Agnihotri.

4.6. Multilingual Education: Practices, Challenges & Possibilities (2 Credits)

- Consider bringing in the debates on sign language as a language and the culture of people with hearing impairment.

4.7. Education and Social Mobility (2 Credits)

- Identify units and give descriptions. Arrange readings by unit.
- Articulate how social mobility is defined in this course.
- Consider multiple intersecting hierarchies of class, caste and gender and stratification.
- Consider networks of kinship, marriage and caste.
- May add readings by Lila Hernandez and Ashwini Deshpande

4.8. Politics and Education in India (2 Credits)

- What are the objectives for the students in the course?
- Consider reducing the content of the course and focusing on Units 1 and 3. Unit 2 may not be included in the course.
- Bring in more contemporary readings on some of the topics.

4.9. Sociology of Education (2 Credits)

The RSC resolved that this course needs further work and should be brought back for further discussion in a subsequent RSC meeting after revisions such as:

- There is a need to articulate the objective of the course.
- The Units are too broad and need to be organised based on theoretical connections.
- Sociology of education courses offered in other universities and in the SUS, AUD, should be referred to while designing the course.

Approval by RSC

- a. The programme structure
- b. All 4 core courses:
 1. Nature of Inquiry in Social Science Research (2 Credits, Semester 1)
 2. Perspectives in Education (4 Credits, Semester 1)
 3. Research Methodologies in Education Research (2 Credits, Semester 2)
 4. Mapping Education Studies (2 Credits, Semester 2)
- c. The following electives:
 1. Foundations of Economics of Education, 2. Quantitative Research in Education,
 3. Qualitative Case Study Methods, 4. Discourse Analysis, 5. Critical Literacy,
 6. Multilingual Education: Practices, Challenges & Possibilities. 7. Politics and Education in India. 8. Education and Social Mobility

Minutes of Research Studies Committee (RSC) of SES

May 14, 2018

Chair: Sunita Singh

Convener: Monimalika Day

RSC Members: Gunjan Sharma, Manish Jain, Nandini Nayak, Rukmini Sen, and Shivani Nag.

Special Invitees: Anandini Dar, Nivedita Sarkar, Prabhat Rai, Rajshree Chanchal.

Monimalika Day described the process of developing the programme through the various internal and external consultations, and briefly provided an overview of the major recommendations from these meetings. She described the vision of the programme and the exercise in which faculty members participated to imagine the programme.

I. Programme Structure for PhD.

Shivani Nag gave a detailed presentation on the current structure of the PhD programme. This was followed by a discussion on the structure.

a. Admissions

- It was recommended that admission guidelines need to be more specific rather than general.

b. Doctoral Seminars, Portfolio Presentations and Guided Reading Course

There was a discussion on the difference between the doctoral seminars and the portfolios in terms of their specific roles and placement in the programme structure. The ideas of doctoral seminar and portfolio were appreciated. It was clarified that the doctoral seminar was imagined as a space that could facilitate formation of communities of research scholars and of portfolio presentations as a mode to trace students' progression for accountability. Students may be required to present every 6 months. It is important for RAC members to be there but others are invited. Students could also present their work in front of all faculty members.

Recommendations:

- It is important to have the doctoral seminars. *However, it is not necessary to attach credits to the doctoral seminars.*
- Doctoral seminars can begin in third semester as there are no activities that require doctoral students to come together after the second semester.
- Portfolios should begin after the second semester. Consider having portfolio presentations every 6 months.

- *Make guided reading a required course.* It will be an opportunity for students to work closely with their supervisors, develop an annotated bibliography, begin work on their proposals and present it to everyone. Meeting twice a week rather than 2 hours at a stretch may be useful.
- 2 credits may be assigned to education studies or to guided reading course if the doctoral seminar is not credited.

c. Electives

Every semester one elective will be offered. Electives will be offered in rotation depending on the needs of the cohort.

Recommendations:

- Explore if PhD electives can be offered as electives to MA students with appropriate modifications in the readings and assignments. The courses offered to both will have to be taken to both, SCAP and the SCR.

d. Roles of RSC and RAC

There was a discussion on roles of the RSC and the RAC. RSC is a school level body responsible for imagining the programme. It is the committee that makes recommendations to the SCR. The committee tracks students' progress and considers questions on extensions. The RAC is constituted keeping in mind the needs of a particular doctoral student. The primary responsibility of the RAC is to monitor student progress once the programme has been approved. It is constituted after the end of 2nd semester.

e. Other

Think around credit load for students in terms of how much a time a student is expected to invest and the engagement demanded from them. This was cited while suggesting that Doctoral Seminar be non-credited. An academic advisor may be allocated to a student in middle of the first semester, before the allocation of a supervisor. Some programmes require that you commit for 5 years at the time of admission.

Recommendations:

- SES needs to decide when to assign the supervisor.
- There needs to be a discussion among the faculty members regarding calculation of work load with respect to teaching in the PHD programme.

II. Education Core Courses

The core courses in Education were presented by Gunjan Sharma. The courses have been designed keeping in mind that there will be two kinds of entrants in the PhD programme, those who have a prior initiation in education and those who are new to the domain. It was discussed that even those who come from the field of education many a times do not have a good understanding of the nature and structure of education studies.

Course I: Perspectives and Concerns in Education

Perspectives course will help students to connect with foundations of education. Various faculty members will need to contribute in this course to facilitate discussion on different themes. External members shared that the Sociology department focuses primarily on theory, methods and academic writing. There is no focus on themes. Women and gender studies programme began with compulsory

courses on women's movement, theory, guided reading, reading feminist text. In addition, there were electives. Now, the focus has shifted to theory, method, guided reading and electives.)

Recommendations/Questions:

- What is the larger objective for this course needs to be spelled out.
- Consider bringing a balance by thinking of what could be achieved through reading and assessment. Consider reducing the number of themes. Some themes may be addressed in the doctoral seminar.
- Briefly, introduce students to three key perspectives from philosophy, sociology and psychology.
- It was suggested to develop a course on theories in education. However, it was discussed that given the nature of the domain of education, this will be difficult to achieve in a course. This course, thus may identify theories that can be further discussed in elective courses.

Course II: Mapping Education Studies

The course on Mapping Education Studies is not offered in any other PhD programme.

Recommendations:

- Map the major debates in the field of education. This may help to bridge the two courses.
- Some aspects of the course on mapping may be addressed through assessments.
- It was suggested that SES internal members think through how to map education studies through the two courses taken together. Rather than having 2 credits and 2 credits, a 4 credits course may help in mapping the field better.

III. Research Methodologies Courses

The courses were presented by Anandini Dar and was followed by a discussion.

Research Methodology I – Scientific Inquiry and Methodologies in Education Research

- Breadth is too much.
- Second part of the title is not addressed. How do we ensure that it becomes research methods in education? What does inquiry in education mean?
- How do we categorize studies under different groups such as case studies? Should we go by the category selected by the author?
- Should we classify education research in these different categories of case studies, experimental etc.? Some studies may come under more than one category.
- There are some overlaps between the PHD course and IER for MA students.

Research Methodology - II: Engaging with Research Methods (Basket of electives)

The second research methods course was originally envisioned as a basket of electives.

- The 2nd research methods course can change depending on student interest. This could be done through general electives or guided reading. As an outcome, students may be asked to develop an essay of 5000 or 7000 words.

Overall Observations on the core courses:

- Need to consider what are the tools of knowing, being, and doing.
- How is the Phd programme in AUD different from other programmes?
- Phd in Education needs to bridge the divide between practitioners and scholars.

- 90
- There is a need to focus on reading and writing at the same time and this should be treated as a core.

School of Education Studies, AUD

Minutes of the PhD Consultation Meeting held on 2nd April 2018

The meeting was attended by:

Geetha Nambissan, Professor, JNU

Minati Panda, Professor, JNU

Jayshree Mathur, Professor (Retd), CIE, currently Visiting Faculty AUD)

Farida Khan, Professor (Retd.), JMI

Amol Padwad, Director, CELE, AUD

Krishna Dixit, CELL

Anandini Dar

Gunjan Sharma

Manish Jain

Monimalika Day

Shivani Nag

Sunita Singh

The PhD planning team presented the rationale, vision and the programme structure of the proposed PhD programme along with two core courses on Research Methodologies and Education (Education ProSeminar and Mapping Education Studies). The following feedback was shared by the experts.

I. On Programme Structure

- Admissions

- The eligibility qualifications must be clearly listed to indicate that for Direct PhD candidates who do not have a prior M.Phil. or any other pre-doctoral degree, what may be considered in 'lieu of' M.Phil. If work and research experience are mentioned, it must be made clear what kind of work experience will be considered.
- The PhD candidates must be asked to submit a statement of purpose besides other documents in which they may be asked to enumerate past research and work experiences which have shaped their current understanding and their future aims.

- Course outline

- While presenting the programme structure outline, the Education Core courses need to be listed before courses on Research Methodologies.

- Electives

- The presentation of electives in the outline table needs more clarity. If a student opts only for one 4 credit elective, then the same may be offered only in the second semester else the workload on the student will increase tremendously on the student whereby student will have to do nearly 11 credits in the semester.
- More 2 credit electives need to be thought of. A 4 credit elective if offered should include a component on perspectives/foundations.
- More electives based on disciplinary perspectives/ foundational courses need to be added.

- The imagination around various trajectories enabled by certain combinations of electives needs to be thought through and made possible.
- Possibilities for auditing electives to be mentioned.

- **Synopsis**

- Regarding synopsis- the structure may be made more flexible considering the different nature of the doctoral dissertations that PhD candidates may pursue ranging from empirical work to conceptual work. It will be more facilitating for candidates to present a 'tentative chapterisation' in their synopsis than 'chapterisation'.
- Regarding synopsis- it needs to be clearly stated that changes in made in synopsis post defence could be considered either minor or major. An RSC will take a call on whether the change being suggested is minor or major and in case of latter, the synopsis will have to be presented and defended again.

- **Doctoral Seminar and Portfolio Presentations**

- The programme structure appears to be in accordance to the UGC regulations and the spaces enabled by Doctoral Seminar and Portfolio Presentations allow scope for providing more opportunities to students to engage with research areas and methods beyond the constraint of 16 credits.
- The space for doctoral seminar may also be explored for conducting workshops on methods and writing workshops assisted by CELE.
- If the doctoral seminar is credited in the first two semesters, the assessment for the same must clearly outlined. It may be useful to encourage them to write. The assessment may take the form of an annotated bibliography, an analytic essay conveying their learning, etc.
- The portfolio presentations mention that students will be required to present their updated CVs in subsequent presentations. The term CV may be replaced by 'statement on academic development'. The purpose for asking the students to share this must be clearly stated.
- The portfolio presentations may be made open to all RSC members and not just RAC. Other research scholars may also be invited for the same.

- **Other**

- It may be useful to identify a few core readings from different disciplinary perspectives that form an essential reading list for the PhD candidates which they must be asked to engage with in the first year of PhD. Candidates may require scaffolding as they engage with readings, including assistance with 'how to read'. Spaces provided through doctoral seminar and portfolio presentation may be explored for the same.

II. On Education Core courses

Course I: The Education Proseminar: Perspectives and Concerns in Education

- It may be useful to mention in the course outline where the perspectives are drawn from (psychology, sociology, history, any other) and have fewer themes for this course. Themes may also be selected for a particular year depending on the cohort that takes admission that year.
- Each theme should include some core readings from disciplinary perspectives and then some readings on the concerned issues and if possible a few specific to the Indian context.
- It may be useful to include some seminal works in psychology and sociology of education in the reading list of this course.
- The title 'Education Proseminar' may be revisited.
- A unit on Indian Society may be useful in this course.

- On the theme on 'Aims of Education', it may be useful to bring on comparative perspectives which will encourage the scholar to critically engage with the concept of educational aims and how historically and philosophically the notion of 'aims' have changed over time. Some policy documents may be included in this theme.
- Given the constraints imposed by 16 credit limit, more obvious links between themes in this course and electives may be considered.
- Additional 2 credits for foundational courses (from RM or Doctoral Seminar) may be considered.
- While finalizing the themes in the course, the team may want to have more discussions on the imagination of human- a psychological being, a sociological being, existential being, spiritual being- to arrive at a more comprehensive understanding of the contexts of human that we wish to study them in.
- A theme on inclusion may be added.
- A revisiting of some themes- 'concept of teaching and learning', 'equity and quality' may be required.

Course II: Mapping Education Studies

- Some of the suggestions for readings include- Keith Hoskin on disciplinarity, David Carr on 'making Sense of Education'
- The course may also explore the social and historical evolution of education in India.
- A critical engagement with the moves to remove education from universities with focus on training will be helpful. It is present and can also be engaged with in India context.

III. On Research Methodologies Courses

Part I

- The first course on RM may begin with knowledge and truth before moving to scientific enquiry.
- More readings could be added to address Questions on knowledge, power, experience, categories through which knowledge is constructed. Suggested readings include- Uma Chakravarti's take on Sandra Harding's writings; Gopal Guru's- The Cracked Mirror: An Indian Debate on Experience and Theory.
- 'Survey and ethnography' need to be included in the first paper as they have been frequently in researches in education.
- The objectives of the course may be more clearly outlined.
- The approach of introducing methods to PhD candidates through reading researches is interesting, however it may not be feasible to include several methodologies here. A more systematic and focused organization will be helpful. It may also help to list down methodologies and mention that selection of methodologies that will be covered in a semester may depend on the cohort of the students, their disciplinary background and research interests.
- Quantitative approach needs to emerge more clearly in the paper and engagement with this may include- how it has been used in psychology, education, economics through introduction of some of the seminal works done. The shift from quantitative to qualitative may also be explored. The course should enable PhD candidates to read and comprehend quantitative design (experimental designs, factor analysis...)

Part II

- Some of the methods offered in the RM basket may be combined for a 2 credit course- e.g., discourse analysis and interpretive methods.

- If some methods are taught to be taught exclusively in a 2 credit course, then the course outline should also attempt to address paradigmatic questions or concerns around-reflexivity, subjectivity, objectivity-through these courses. E.g., a 2 credit course on discourse analysis could begin by acknowledgement of it being a paradigm itself, on how it looks at material world and then moving to various approaches to discourse analysis such as Foucauldian Discourse Analysis and Discursive Psychology. In other words, the course may begin by addressing paradigmatic questions and then moving to tools. Similarly a 2 credit course on action research may open possibilities to also provide an entry point into the debate regarding reflexivity- subjectivity-objectivity where perspectives by Bourdieu, Vygotsky, Bruner could also be brought in. The course on social network analysis could be imagined as a mixed method course bringing in positivistic and non-positivistic paradigms. This may facilitate a back and forth link between research methodologies and the core courses.

IV. On Rationale and Vision of the Programme

- Since the programme structure allows flexibility in terms of customized guided reading courses for electives, options for auditing, opting electives outside the school, facilitating workshops and seminars based on student interest, 'flexibility' may be highlighted while discussing the programme in the vision section.
- The imagination of the PhD programme as one where concerns around education (including but not limited to teaching) through a multidisciplinary framework must be emphasized.
- If teaching is not credited or in built in the programme, it will be better to not include it in the vision.
- Orientation/focus may be elaborated.
- The document may also briefly discuss who do we imagine to be opting for this course.

Minutes of Meeting with Prof N. Jayaram 19th February, 2018

Prof. Jayaram, Manasi Thapliyal, Anandini Dar, Monimalika Day

- **Programme:** M.Phil is no longer a useful degree. The integrated model of M.Phil and PhD was useful for students but current UGC regulations do not allow for an integrated model. PhD will be compulsory for all teaching by 2021.
- **Vision:** The school needs to have its own vision. The vision statement should try to address both the process and the product. The vision must be developed keeping in mind the faculty expertise.
- **Candidates:** There are four broad catchment areas when considering candidates for PhD in Education. They are: M.Ed, M.A, other social sciences, sciences. The first two groups have an understanding of education. The third and fourth group will need some sort of bridge courses in education and social sciences. Students from science background will need more support. However, as a programme it is important not to eliminate students from social sciences and sciences.
- **Courses:** Need to develop four kinds of courses keeping in mind students from different backgrounds. Consider what is it that every student who gets a PhD must have when thinking of the course structure.
 - Foundation Courses: Need to think about what is essential for doing a PhD.
 - Specialization Courses - Offer elective courses. If not 4 then plan 2 credit courses.
 - Seminar Courses- Design a guided course that enables students to engage confidently with the literature. They need to understand the difference between survey of literature

and literature review. Organize writing workshops and introduce students to conventions of academic writing. Important to familiarize students with the ethics of academia.

- **Research Methods Courses-** Helps students to think about the logic of procedure. Enables students to articulate their questions. Familiarize them with both ontological positions and epistemological positions. Need to introduce them to positivism and constructivism. Focus on the steps in quantitative research. Approach constructivism as a puzzle, where you do not know the number of pieces. Goes through various iterations. For mixed method there is one predominant approach (primary) and another approach (secondary) is added. Use research studies to help students understand the various research methods.

Consider having overview of research methods (2 credits), qualitative methods (2 credits), quantitative methods (2 credits).

School of Education Studies, AUD

Minutes of Meeting with Faculty from Azim Premji University

May 23rd, 2017 regarding PhD Proposal

Participants: Amman Madan (APU), Hridayakant Dewan (APU), Anandini Dar, Shivani Nag, Manish Jain, Sunita Singh, Vikas Baniwal, Prabhat Rai.

APU has also prepared a PhD programme in Education which they plan to launch in the future.

Admissions and Coursework

- For selection of candidates, initially we may admit candidates belonging only to education and other foundational disciplines. One should begin with a robust coursework and later tweak it for individual candidates. We could explore possibilities of teaching assistantship.
- Increased coursework may be decided on a case-to-case basis; independent coursework for every student may be more suited.
- Possibilities of writing the thesis in a language other than English should be explored.
- The provision of waiving off some part of the coursework based on clearing an assessment situation could be explored. This may help us in addressing the needs and demands of a candidate who wishes to complete her/his M.Phil. in a year. M.Phil. may be of help in identifying candidates for the doctoral programme.
- Two courses in educational theory may not be enough, especially for the candidates coming from other disciplines.

PhD as a Collaborative Endeavour

- Building mechanisms for collaboration among PhD scholars and faculty enables PhD students to learn outside of their narrow academic specialities. It is also necessary for an exposure of multiple and even contradictory perspectives. This would also help them in addressing biases and connections amongst multiple views.
- Explication and articulation of the aspect of 'being' is necessary for a clearer understanding.
- To reduce the number of problem cases:
 - choose candidates carefully for the doctoral programme
 - continuous reports and record can be useful to justify decisions
 - empower the Doctoral Committee to make decisions and to call for explanations

Internal Consultation on PhD Proposal
22nd May 2017

Participants: Dharendra Dangwal, Denys Leighton, Shyam Menon, Anandini Dar, Manish Jain, Monimalika Day, Shivani Nag, Sunita Singh, Vikas Baniwal

1. The meeting began with a brief presentation from the workgroup for the M.Phil and PhD Programme. Monimalika presented an overview of the process used to develop the programme. She gave brief descriptions of the graduate of the future exercise, the different models being explored by SES. Vikas presented the various models and the advantages and disadvantages concerning each model. Anandini presented the current structure developed by SES which was an integrated M.Phil and PhD programme.

This was followed by a detailed discussion. The recommendations that emerged from the discussions are summarized under four main headings: programme structure, coursework, admission and RSC

2. Programme structure

- a. It is important to note that the 2016 regulations of UGC do not allow for an integrated M.Phil and PhD programme. M.Phil students may pursue PhD, however, they must go through the admission process. If they meet the eligibility criteria for PhD only then they will be enrolled in the doctoral programme.
- b. The degree of M.Phil cannot be considered as an exit option.
- c. Create a conventional M.Phil Programme. Allow for more flexibility /creativity in the doctoral level.
- d. The basic structure of the PhD and M.Phil programme should be such that it allows students to graduate from the programme in the minimum number of years as stipulated by UGC.
- e. When students go through an M.Phil programme faculty will have opportunity to know the students.
- f. Thesis is non-negotiable for M.Phil degree.
- g. M.Phil students need not be a cohort as the number may be small.
- h. Ask for a synopsis along with the portfolio presentations.
- i. Consider allowing practitioners to join the programme.
- j. RSC has to meet every 6 months.

3. Coursework

- a. Consider developing a common basket of courses for MPhil and PhD.
- b. Consider making developing a rigorous coursework as the programme plans to attract students from various disciplines.
- c. Additional faculty will not be given for the MPhil and PhD programme. Therefore consider having a compact programme of coursework.
- d. PhD students may do a minimum of 1 course or as many as 4 courses.
- e. If the minimum time for completion of M.Phil is 1 year then the course work for M.Phil must be completed in less than 1 year.

- f. Although schools and centers conduct workshops for M.Phil and PhD courses, they are not credited, e.g., research method workshops.
- g. A guided reading course should be included.
- h. Try not to have 1 credit courses. Consider making the doctoral seminar for 2 credits.

4. Admission/eligibility criteria

- a. There will be two routes to entering the doctoral programme. First, students may directly enter the doctoral programme. Second, students enrolled in the M.Phil programme may be transferred to the doctoral programme if they meet the eligibility criteria.
- b. One possible criterion to consider for entry to doctoral programme is either an M.Phil degree or two research publications.
- c. In 2017, the admission process has been streamlined in AUD and all M.Phil and PhD students will be admitted by August 2017.
- d. SCR will determine the number of candidates for admission each year.

CORE COURSES

Annexure III a: Education Studies Courses

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Perspectives in Education
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	August 2019
Course coordinator and team	Gunjan Sharma (C)

1. How does the course link with the vision of AUD?
The course engages with different disciplinary perspectives that comprise the 'foundations of education'. It has an interdisciplinary orientation. The principles of equity and quality in education have been consciously kept in mind while selecting the concerns with which the course engages.
2. How does the course link with the specific programme(s) where it is being offered?
This course will prepare the research scholars to engage with the other programme components, particularly in making choice of the electives.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course draws on key perspectives and themes in education, and thus has vertical linkage with the masters' level courses in education.
4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level: any others – please specify)
Post-graduate level engagement with education / social sciences / humanities is desirable
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long course
7. **Course Details:**
 - a. **Summary:**
Education theory and research have been traditionally organised under 'foundation disciplines' (at least until 1970s). However, this approach has progressively transformed to more interdisciplinary theme/issue based engagement that has also reflected in how theory and research in education are understood. Yet, in the Indian context, one finds both these

models of approaching studies in education. Keeping such context in mind, this course aims at introducing the beginning research students in education to the foundational perspectives in education, while enabling them to engage with certain selected themes representing these perspectives and contemporary issues where a more interdisciplinary focus is needed. The intention is also to (re)introduce the research students to some classic texts, ideas and scholarly approaches in education to facilitate them in locating their research in relation to the larger discourse in the field.

In doing so, the course begins with introducing the 'disciplines of education' and signposting the theories/concepts fundamental to each of these. It then engages with some selected core thematics drawn from each of these foundational perspectives. This is followed with an engagement with selected contemporary issues (particularly drawn from curriculum and policy studies) across different levels of education – including early childhood, school, higher and teacher education. The readings in the last module will be updated regularly based on the developments in the field and a systematic attempt will be made to build-in concerns central to the Indian context. In this process, the course will signpost certain key theories/debates that will be explored in greater depth in other elective courses. Since this course draws on multiple perspectives, it will be co-taught by SES faculty members based on their specialisations.

b. Objectives:

1. Revisiting/introduction to the disciplinary perspectives in education
2. Familiarisation with the selected themes, concerns and developments in education
3. Identification of the linkages between one's own research concerns and the perspectives and concerns presented in the course

c. Expected learning outcomes:

1. Ability to read and comprehend selected seminal texts in education representing foundations of education
2. Demonstrated awareness of major concerns in education in India
3. Identification of the linkages between one's own research concerns and the perspectives and concerns presented in the course

- d. Overall structure (course organisation; rationale of organisation; brief module outlines):
The course is organised in 3 modules. The first two focus on introducing the disciplinary perspectives of philosophy, psychology, sociology, history and political economy of education. The last module signposts concerns in education at 3 major levels of education that require more interdisciplinary focus (excluding school education as this level is sufficiently covered in the preceding themes).

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format

Module 1: Disciplines of education (12 hours)

This module will focus on providing an introduction to the foundational disciplines (i.e. philosophy, history, sociology, and psychology) of education with an aim to provide a broad overview of each of these. In this process the major concepts/theories drawn from these foundations will be identified that will be further discussed in the elective courses. These discussions will be contextualised by reflecting on the rationale and relevance of these foundations.

Module Objective: Introducing the major perspectives in education.

Essential readings

- Bridges, D. (2006). The disciplines and discipline of educational research. *Journal of Philosophy of Education*, 40(2), 259-272. doi: doi:10.1111/j.1467-9752.2006.00503.x
- Carr, D. (2010). The philosophy of education and educational theory. In R. Bailey, R. Barrow, D. Carr and C. McCarthy (Eds.), *The SAGE handbook of philosophy of education* (pp. 37 - 54). London: SAGE
- Popkewitz, T. K., Pereyra, M.A., and Franklin, B. M. (2001). History, the problem of knowledge, and the new cultural history of schooling. In Popkewitz, T. K., Pereyra, M.A., Franklin, B. M. (Eds.), *Cultural history and education: Critical essays on knowledge and schooling* (pp. 3-42). RoutledgeFalmer: New York and London.
- Goodman, J. and Grosvenor, I. (2011). The history of education: A curious case? In J. Furlong and L. Martin (Eds.), *The disciplines of education: Their role in the future of education research* (pp. 67 - 84). London: Routledge.
- McInerney, Dennis M. (2005). Educational psychology - Theory, research, and teaching: A 25-year retrospective. *Educational Psychology*, 25(6), 585-599. doi: 10.1080/01443410500344670
- Nambissan, G. and Rao, S. (2013). Sociology of education in India: Trajectory, location and concerns. In G. Nambissan and S. Rao (Eds.), *Sociology of education in India: Changing contours and emerging concerns* (pp. 1 - 23). New Delhi: OUP.

Suggested readings

- Furlong and L. Martin (Eds.). (2011). *The disciplines of education: Their role in the future of education research* (pp. 1 - 84). London: Routledge.
- Phillips, D. C. (2010). What is philosophy of education? In R. Bailey, R. Barrow, D. Carr and C. McCarthy (Eds.), *The SAGE handbook of philosophy of education* (pp. 3 - 20). London: SAGE
- Aldrich, R. (2003). The three duties of the historian of education. *History of education*, 32(2), 133-143.
- Lauder, H., Brown, P. and Halsey, A. H. (2009): Sociology of education: A critical history and prospects for the future. *Oxford Review of Education*, 35(5), 569-585.
- Dale, R. (2001). The sociology of education over 50 years. In J. Demaine (Ed.), *Sociology of education today*. London: Palgrave.

Module 2: Disciplinary perspectives and themes (18 hours)

This module is an extension of the previous one as it retains the disciplinary focus while engaging with one prominent thematic area from each of the foundations. The aim is to introduce student to the manner in which the foundational perspectives underlie certain core themes in education(al) studies, and demonstrate the scholarly approaches that constitute educational theory and inquiry. The selected themes include: a) The concept of education; b) Learning and development; c) Education and power; d) Colonisation, nation and education

Module Objective: Engagement with certain core themes drawn from each of the foundational perspectives.

Essential readings

- Barrow, R. and Woods, R. (2006). *An introduction to philosophy of education* (4th ed.) (pp. 26 – 37). Routledge: Abingdon, Oxon.
- Illeris, K. (Ed) (2009). *Contemporary theories of learning: Learning theorists... in their own words* (pp. 159-169, 209-219). London: Routledge
- Apple, M. W. (2012). *Education and power* (pp. xx – xxxiii). New York: Routledge.
- Kumar, N. (2012). India's trials with Citizenship, Modernisation and Nationhood. In L. Brockliss and N. Sheldon (Eds.), *Mass education and the limits of state-building, c. 1870-1930*. New York: Palgrave Macmillan. (pp: 283-304).
- Whitehead, C. (2005). The historiography of British imperial education policy, Part I: India. *History of Education*, 34(3), pp. 315-329.

Suggested readings

- Hirst, P. H. and Peters, R. S. (1977). The concept and aims of education. In M. Golby, J. Greenwald, and R. West (Eds.), *Curriculum Design*. UK: The Open University Press.
- Saraswathi T.S. (Ed). (1993). *Culture, socialization and human development: Theory, research and applications in India*. New Delhi: Sage.
- Kumar, K. (1989). *Social character of learning*. New Delhi: Sage Publications
- Apple, M. W., Ball, S. J. and Gandin, L. A. (Eds.) (2010). Mapping the sociology of education: Social context, power and knowledge. In M. W. Apple, S. J. Ball, and L. A. Gandin. *The Routledge International Handbook of the Sociology of Education* (pp. 1-11). London and NY: Routledge.

Module 3: Interdisciplinary Issues from Curriculum and Policy (18 hours)

This module will engage with certain selected relevant contemporary concerns/issues in education that are spread across different levels of education. The focus is on presenting those kinds of analyses that may not strictly lend themselves to one kind of perspective/framework in education. The issues studied in this module will be updated periodically based on the developments in the discourse. These will be drawn from: a) curriculum and pedagogic studies; and b) education policy across different levels of education (early childhood, school, higher and teacher education).

Module Objective: Engaging with some selected issues that are analysed drawing from different foundational perspectives.

Essential readings

- Pring, R. (1989). Subject-centred versus child-centred education: A false dualism. *Journal of Applied Philosophy*, 6(2), 181-194. Retrieved from <http://www.jstor.org/stable/24353383>
- Dhankar, R. (2003). The notion of quality in DPEP pedagogical interventions. *Contemporary Education Dialogue*, 1(1), 5-31.
- Kumar, K. and Sarangapani, P. (2005). *The history of quality debate*. <http://unesdoc.unesco.org/images/0014/001466/146655c.pdf>
- Tilak, J. B. G. (2018). *Higher education, public good and markets* (pp. 100 – 118). Abingdon: Routledge.
- Devesh Kapur and Pratap Bhanu Mehta (Eds). (2017). *Navigating the labyrinth: Perspectives on India's higher education*. Hyderabad: Orient BlackSwan. (20 page selection)

- Sarangapani, P. and Akai, H. (2017). Preparing to teach: Elementary teacher education at a District Institute. *Economics and Political Weekly*, 52(34), 47 – 55.
- Kaul, V. and Sharma, S. (2017). Early childhood policies in India: A historical analysis. In L. Miller, C. Cameron, C. Dalli and N. Barbour (Eds.), *The SAGE handbook of early childhood policy* (pp. 32 – 48). New Delhi: SAGE.

Suggested readings

- Naik, J. P. (1979). Equality, quality and quantity: The elusive triangle in Indian education. *International Review of Education*, 25(2/3), 167-185.
- Sriprakash, A. (2014). *Pedagogies for development: The politics and practice of child-centred education in India* (pp. 29-45). London: Springer.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assessment 1 (3 Capture/Response notes): 40%

Assessment 2 (Perspective paper): 50%

Assessment 3 (Participation): 10%

8. Pedagogy:

a. Instructional strategies:

The course will be transacted through discussions on texts that the students will be expected to read in advance. These discussions will be supported by classroom presentations by the course teachers. Faculty will collaborate in teaching where necessary.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space: any other – please specify):
Classroom and projector

c. Expertise in AUD faculty or outside

Expertise is available within SES. For some special lectures, guest speakers may be invited.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
No.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Mapping Education Studies
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	August 2019
Course coordinator and team	Gunjan Sharma (C)

1. How does the course link with the vision of AUD?
The course engages with fundamental questions and debates concerning an interdisciplinary area of study and enables the students to engage with the idea of interdisciplinarity.
2. How does the course link with the specific programme(s) where it is being offered?
This course introduces the beginning research students to the nature of education studies that is essential in helping them understand their own work better.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course is focussed on mapping education studies and thus would have overlaps with other courses (particularly core courses) in the programme.
4. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
Postgraduate level engagement with education/social sciences/humanities is desirable.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester long course
7. **Course Details:**
 - a. **Summary:**
The landscape of education studies is constituted with debates and contestations around the nature and structure of education as a knowledge domain. This course maps these debates with a focus on questions such as: Is education a 'discipline' (or a field). professional preparation of teachers or an applied area geared towards drawing implications for practice? Do universities have a role in teacher education? How do education policy and research implicate each other? The varying positions around these questions have shaped different ways of organising education studies in varied international contexts including India. On the one hand, these different ways of organising education studies have bearings on the imagined aims of and

relationship between theory, research, policy and practice, and on the role and autonomy of universities in the domain. On the other hand, these relationships and roles are being (re)structured by the increasingly 'practical utility' driven funding of educational research and institutions (Whitty 2004). [This restructuring has reflected in the move towards school autonomy reforms (and generally reduced role of universities), emergence of performativity focussed national regulatory frameworks, and reconfiguration of advocacy networks in education (Ball 2007).] This course will introduce the research students to this context as it maps the tensions in conceptualising studies/research in education in a university space. While engaging in these debates, the course will attempt to build a case that all education research is located in and responds to this larger composition and politics of education studies. Towards this purpose, the course will draw on international cases with a focus on the context, concerns and futures of the field in India.

b. Objectives:

1. Familiarity with the key questions on the nature and structure of education as a 'discipline'/field.
2. Familiarity with the contemporary debates that are shaping research/study in education.
3. Contextualisation/positioning of one's own research work in relation to the key questions and debates.

c. Expected learning outcomes:

1. Identification of the key debates that shape education as a knowledge domain.
2. Explaining the preliminary linkages between one's own research interest and the key positions in education studies.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course has 3 modules that are organised around the core concerns of the course.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format:

Module 1:

Conceptions of education studies (8 hours)

Education is conceived in multiple ways – as a 'discipline', professional preparation of teachers and an applied area geared towards policy improvement/"reform" in practice. Its body of knowledge also has a distinct status and location as compared to other disciplines – as 'derived', 'applied', multidisciplinary, and interdisciplinary. This unit will engage with the different ways in which education is conceived in India and in selected international contexts as it engages with the question of what constitutes the foundation of education, and its overlaps, boundaries and specialisations.

Module Objective: Engagement with the meanings of and debates around the conception of education studies.

Essential Readings:

Becher, T. and Trowler, P. R. (2001). *Academic tribes and territories: Intellectual enquiry and the cultures of discipline*. UK: Open University Press. (Chapters: Introduction & Points of departure)

- Biesta, G. (2011). Disciplines and theory in the academic study of education: a comparative analysis of the Anglo-American and Continental construction of the field. *Pedagogy, Culture & Society*, 19(2), 175-192, DOI: 10.1080/14681366.2011.582255
- Furlong, J. (2013). *Education – An anatomy of a discipline. Rescuing the university project?* Abingdon: Routledge. (Introduction and Conclusion)
- Labaree, D. F. (2003). The peculiar problems of preparing educational researchers. *Educational Researcher*, 32(4), 13-22.
- Sarangapani, P. (2011). Soft disciplines and hard battles. *Contemporary education dialogue*, 8(1), 67-84. (Modules 1 & 2)
- Whitty, G. and Furlong, J. (2017). *Knowledge and the study of education: An international exploration*. London: Symposium Books. (For reading group) (Introduction)

Suggested:

- Furlong, J. and Lawn, M. (Ed.). (2011). *Disciplines of education: Their role in the future of education research*. London: Routledge. (Introduction)
- Tibble, J. W. (Ed.). (1966). *The study of education*. London: Routledge & Kegan Paul. (For reading group)
- Palaiologou, L. (2010). The death of a discipline or the birth of a transdiscipline: Subverting questions of disciplinarity within Education Studies undergraduate courses. *Educational Studies*, 36(3), 269-282.
(<https://www.tandfonline.com/doi/full/10.1080/03055690903220180>)

Module 2:

University and education studies: Organisational forms and contexts (8 hours)

The varied conceptions of education also give shape to varied organisational forms in which studies, research and/or training in education are instituted. There are certain models of organisation of education studies that are observed in different contexts: standalone teacher education institutions, university departments primarily engaged in basic research, university departments organising teacher education and research, Centres focussed on research for educational change and policy advocacy. These models that coexist at times, are governed by regulatory frameworks in different ways, and involve intense debates on questions such as: should universities have a role in teacher education? Who qualifies to teach education? What should scholarship and careers in education look like? This module will introduce these varied models.

Module Objective: Introduction to different organisational forms of education studies.

Essential Readings:

- Chanana, K. (Ed.) (2004). *Transformative links between higher and basic education: Mapping the field* (pp. 13-41). Delhi: Sage India.
- Dhankar, R. (2014). *How important is M.Ed. degree to be a teacher educator?* Retrieved from <http://rohiddhankar.com/2014/06/10/how-important-is-an-m-ed-degree-to-be-a-teacher-educator/>
- Judge H. Lemosse M. Paine I and Sedlak M. (1994). *The University and the teachers: France, the United States, England*. Wallingford: Triangle Books.
- McCulloch, G. and Cowan, S. (2018). *A social history of educational studies and research: Past, present and future?* Abingdon and New York City: Routledge. (Introduction and Conclusion: 40 pages)

- Menon, S. B. and Mathew, R. (2016). Teacher education in universities: A case from India. In Bob Moon (Ed.), *Do universities have a role in the education and training of teachers? An international analysis of policy and practice* (pp. 149-168). Cambridge: Cambridge University Press.
- Sarangapani, P. (2004). Universities: The invisible dimension of elementary education. In Chanana, K. (Ed.), *Transformative links between higher and basic education: Mapping the field* (pp. 95-107). Delhi: Sage India.
- Whitty, G. and Furlong, J. (2017). *Knowledge and the study of education: An international exploration*. London: Symposium Books. (For reading group) (Introduction)

Suggested:

- Kramer, R. (1991). *Ed school follies: The miseducation of America's teachers*. New York: The Free Press. (Read only book review)
- Labaree, D. F. (1996). The trouble with Ed Schools. *Educational Foundations*, 27-45.
(Precursor to Labaree, D. (2004). *The trouble with Ed Schools*. New Haven: Yale University Press.)
- Schriewer, J. (2009). A comparative history of educational studies: Will it ever be possible? In Wikander I., Gustafsson C, Riis U and Larson I. (Eds), *Pedagogik: Som examensämne 100 år* (pp. 32-50). Uppsala: Uppsala University.
- Zapp, M., Marques, M., Powell, J. J. W. (2017). Two worlds of educational research? Comparing the levels, objects, disciplines, methodologies, and themes in educational research in the UK and Germany, 2005–2015. *Research in Comparative & International Education*, 12(4), 375–397.

Module 3:

Contemporary global regimes: Research, policy and practice in Education (8 hours)

This Unit draws from the works that identify global trends in the funding, regulatory and network patterns in education as it considers the question of the relationship between research, policy and practice in education in contemporary times. It engages with the increasing agreement between teacher and higher education on the professional status of educational practice, and the simultaneous restructuring of the autonomy of universities. It considers the increase in the measures focussed on autonomy of schools and emergence of performativity focussed national regulatory frameworks as cases in point to map the implications of these larger global trends on teacher education, disciplines of education and research.

Module Objective: Understanding how larger politico-economic trends are shaping education studies.

Essential Readings:

- Ball, S. J. (2007). *Education PLC. Understanding private sector participation in public sector education* (pp. 27-29). London: Routledge.
- Berliner, D. C. (2002). Educational Research: The hardest science of all. *Educational Researcher*, 31(8), 18-20.
- Cochran-Smith, M., Furlong, J. and Brennan, M. (2009). *Policy and politics in teacher education. International perspectives*. London: Routledge.
- Nambissan, G.B. & Ball, S.J. (2010). Advocacy networks, choice & private schooling of the poor in India. *Global Networks*, 10(3), 324-343.

- Verma, V. (2015). *Policy networks in teacher education: A study of Justice Verma Commission on Teacher Education Report*. Unpublished MA dissertation, School of Education Studies, Ambedkar University Delhi, Delhi.
- Whitty, G. (2006). Education(al) research and education policy making: Is conflict inevitable? *British Educational Research Journal*, 32(2), 159-176. doi: 10.1080/01411920600568919

Suggested:

- Carr, W. (2006). Education without theory. *British Journal of Educational Studies*, 54(2), 136-159.
- Ertl, H., Zierer, K., Philips, D. and Tippelt, R. (2015). Disciplinary traditions and the dissemination of knowledge. An international comparison of publication patterns in journals of education. *Oxford Review of Education*, 41(1), 64-88.
- Sarangapani, P. & Akai, H. (2017). Preparing to teach elementary teacher education at a district institute. *Economic and Political Weekly*, 52(34), 47-55.

Some relevant policy documents from the Indian context:

- Sharma, G. (forthcoming). *Bharat ke adhyapak shiksha mein neetigat sudhaar*. (Module 2: Overview article)
- NCTE. (2009). *National curriculum framework for teacher education: Towards preparing professional and humane teacher*. New Delhi: NCTE Retrieved from <http://www.azimpremjifoundation.org/pdf/NCTE-2010.pdf>
- MHRD. (2012). *Vision of teacher education in India: Quality and regulatory perspective. Report of the high-powered commission on teacher education constituted by the Hon'ble Supreme Court of India [Chairperson: Justice Verma]*. New Delhi: Ministry of Human Resource Development.
- NCTE. (2014a). *National Council for Teacher Education: Notification*. New Delhi, India: The Gazette of India Retrieved from <http://www.ncteindia.org/regulation2014/english/Notification.pdf>.
- NCTE. (2014b). *Report of the NCTE sub-committee on revised Regulations, Norms and Standards for select teacher education programmes, 2013 [Chairperson Professor Poonam Batra]*. Delhi: NCTE.
- NCTE. (2014c). *Report of the NCTE sub-committee on faculty requirements and qualifications for B.Ed. and D.El.Ed. programmes [Chairperson Professor N. K. Jangira]*. Retrieved from: <http://ncte-india.org/Inagira%20Committee.pdf>.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

- Assessment 1 (2 Response notes): 30%
- Assessment 2 (Book review): 60%
- Assessment 3 (Participation): 10%

8. Pedagogy:

a. Instructional strategies:

The course will be transacted through discussions on texts that the students will be expected to read in advance. These discussions will be supported by classroom presentations by the course teacher(s).

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom and projector. Some guest lectures on special issues may be organised.
- c. Expertise in AUD faculty or outside
Expertise is available within SES. For some special lectures, guest speakers may be invited.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
No.

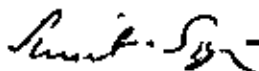
Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Core Courses
Annexure III b: Methods Courses

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD in Education
Course title	Research Methodology I – Nature of Inquiry in Social Science Research (NISSR)
Course code	
Total Credits	2 credits
Course type (core/compulsory/elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PhD (Pre-doctoral)
Proposed date of launch	August 2019
Course coordinator and team	Anandini Dar (c); Manasi Thapliyal, Monimalika Day, Prabhat Rai, Shivani Nag; all SES faculty & CSSRM

- Does the course connect to, build on or overlap with any other courses offered in AUD?
This is a compulsory introductory level pre-doctoral research methodology course for students in Education. It builds on the introductory methodologies course in Education at the MA level in the School of Education Studies. This course is more advanced as it introduces foundational theories of knowledge and perspectives of inquiry in research, with a particular emphasis on education in the second semester. Pre-doctoral students from other Schools may also be interested in this course as it provides a foundation in research methodological theories and perspectives of inquiry pertinent for doctoral level entrants.
- Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
NA
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
- Course scheduling(semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester mode
- How does the course link with the vision of AUD?
The vision of AUD to develop non-hierarchical structures, promote creativity, team work, and encourage self-study is central to the pedagogy of this course. As a pre-doctoral compulsory research methodology course, the students will be expected to engage with lengthy reading materials and bring forth their understandings to the classroom that will shape the discourse of knowledge on research through a non-hierarchical and team work approach to learning.
- How does the course link with the specific programme(s) where it is being offered?

As pre-doctoral students in Education, a multi-disciplinary field of inquiry, the students will need to learn about and interrogate the meanings of what is science, inquiry, and knowledge, as well as study about various 'ways of knowing' through philosophical and epistemological perspectives, essential learnings for students as they plan their own research in the programme. Since seminal research publications in the field of education studies are informed by a range of methodologies, Students will also read some of these key studies along with texts that provide a grounding in understanding the methodologies employed in the research studies in Education, which links directly with their programme completion requirements.

7. **Course Details:**

a. **Summary:**

This is an introductory level course on research methodologies for young scholars entering the PhD in Education from different disciplines from within and outside of the social sciences. Since students will be entering the programme from different fields and with different levels of experiences of engaging with research and methodologies, this course is designed to: 1) enable students to interrogate meanings about what constitutes "science," knowledge, and "scientific inquiry," within social science research, and 2) begin to locate their own ideologies about 'ways of knowing' in relation with the epistemological and philosophical perspectives of inquiry that guide researches within qualitative and quantitative research in education and broadly in social science research.

b. **Objectives:**

- a. To introduce students to various meanings of what constitutes "science," knowledge, and scientific inquiry, and understand the key role that history, philosophy, and feminist theory have played in shaping scientific inquiry for educational research.
- b. To enable students to understand that logics of inquiry and research design are guided by epistemological and philosophical perspectives in social science research.
- c. Students will also learn some of these epistemological perspectives, such as, positivism and interpretivism.

c. **Expected learning outcomes:**

- a. Students should be able to write and critically think about what constitutes knowledge and inquiry, and how these are shaped by some seminal scholars engaged in such writing.
- b. Students should be able to articulate differences between positivism, interpretivism, and critical tradition perspectives.
- c. Students can begin to locate the problems they seek to research within the guiding frameworks of the philosophical and epistemological frameworks they have studied in the course.

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

Module 1: Theories of knowledge:

This module begins with an examination of what is science within social science research. What constitutes scientific inquiry? What is knowledge? The role of history, philosophy, and feminism in shaping scientific inquiry will also be examined to unpack meanings about 'objectivity', 'subjectivity', 'truth', and 'fact.' Students will engage with what constitutes knowledge from a de-colonial, Dalit, and gendered perspective.

Core Readings

- Alvares, C. (2005). Why Multiversity. *Third World Resurgence*. Issue No 173-74.
- Carr, EH. (1961). *What is history?* Cambridge University Press.
- Chapter 1: From the Woman Question in Science to the Science Question in Feminism, pp. 15-29.
- Chapter 1: The historian and his facts
- Chapter 1: What is a Social Fact? Pp. 50-59
- Chapter 2: Two Faces of Common Sense: An argument for commonsense realism and against the commonsense theory of knowledge, pp. 32-100.
- Durkheim, E. [1895] (1982). *The Rules of Sociological Method*. The Free Press.
- Feyerabend, P. (1975). *Against Method: Outline of an Anarchist Theory of Knowledge*. N.I.B. pp. 09-53.
- Gellner, E. (1984). The Scientific Status of the Social Sciences. *International Social Science Journal*, Vol XXXVI, No. 4, pp. 567-586. Accessible at: <http://unesdoc.unesco.org/images/0006/000636/063623eo.pdf>
- Harding, S. (1986). *The Science Question in Feminism*. Ithaca: Cornell University Press.
- Kuhn, T. (1970). *The Structure of Scientific Revolutions*. 2nd ed. Chicago: University of Chicago Press.
- Lal, V. (2005) Modernity, Frameworks of Knowledge, and the Ecological Survival of Plurality. Accessible at: <http://vlal.boj.ucla.edu/multiversity/>
- Popper, K. (1972). *Objective Knowledge*. Oxford: Clarendon Press.
- Rege, S. (2010) Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice. *Economic and Political Weekly*. Vol 44 (44-45).
- Wallerstein, I. (2000). "Chapter 1: For Science, Against Scientism: The Dilemmas of Contemporary Knowledge Production." In Partha Nath Mukherjee (ed.) *Methodology in Social Science Research: Dilemmas and Perspectives*. Essays in honour of Ramkrishan Mukherjee. Delhi: New Sage Publications.
- Film:
- Lumet, S., & Rose, R. (1957). *Twelve angry men*. Los Angeles: Orion-Nova Twelve Angry Men.

Module 2: Perspectives of inquiry

In this unit, students will be familiarised with the various epistemological and philosophical perspectives of inquiry in social science research that inform a researcher's logic of inquiry and research design and outcome. Perspectives of positivism and interpretivism, are examined in depth, along with constructionism and critical theory, so that students can begin to locate the problems they seek to research within such guiding frameworks. As this unit develops and shapes students' understandings about perspectives of inquiry in social science disciplines, differences between qualitative and quantitative methodologies will also be introduced here.

Core Readings

- Blumer, H. (1969). "The Methodological Position of Symbolic Interaction." In *Symbolic Interactionism*. Chicago: University of Chicago Press. pp 1-21.
- Hammersely, M. (2013). "Chapter 2: Methodological Philosophies." In *What is Qualitative Research?* Bloomsbury Press.
- Kolakowski, L. (1968). *The Alienation of Reason: A History of Positivist Thought*. Outleday & Company, Inc.: New York.
- Chapter 1: An overall view of positivism

- Maxwell, J. A. (2011). Paradigms or toolkits? Philosophical and methodological positions as heuristics for mixed methods research. *Mid-Western Educational Researcher*, 24(2), 27-30.
- Mukherjee, P. N. (ed.) (2000). *Methodology in Social Science Research: Dilemmas and Perspectives. Essays in honour of Ramkrishan Mukherjee*. Delhi: New Sage Publications.
Chapter 1: Introduction 13-59.
- Scott, J. W. (1991). The Evidence of Experience. *Critical Inquiry*, 17(4), 773-797.

Suggested reading list for course:

- Alvares, C. (1995). Resisting the West's Intellectual Discourse. In *Dominance of the West over the Rest*. Penang, Malaysia: Just World Trust, p. 1-21.
- Berdl, F. (1991). *The Practice of Econometrics. Classic and Contemporary*, Reading, MA: Addison- Wesley.
- Berger, J. (1972). *Ways of Seeing*. Penguin.
- Creswell, J. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Sage Publication.
- Gage, N. L. (2009). The paradigm wars and their aftermath A "historical" sketch of research on teaching since 1989. *Educational Researcher*, 18(7), 4-10.
- Geertz, C. (1973). *The interpretation of cultures*. New York, NY: Basic Books.
- Glaser, B. & Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine.
- Kazancigil, A. (1984). Special Issue: Epistemology of Social Science Research: The Scientific Status, values, and institutionalization. *International Social Science Journal*, Vol XXXVI, No. 4. Accessible at:
<http://uncsdoc.unesco.org/images/0006/000636/063623eo.pdf>
- Keevis, J. (1988) *Educational Research Methodology: An International Handbook*. Pergamon: Oxford.
- Lal, V. (1998). Futures and Knowledge. In Ziauddin Sardar (Ed.) *Rescuing All Our Futures: The Future of Future Studies*, Adamantine Studies on the 21st Century, no. 32. Westport, CT: Praeger Publishers, pp. 210-220. Accessible at: http://vlal.bof.ucla.edu/Vinay/knowledge_future
- Luttrell, W. (Ed.). (2010). *Qualitative educational research: Readings in reflexive methodology and transformative practice*. New York: Routledge.
- Maxwell, J. A. (2011). Paradigms or toolkits? Philosophical and methodological positions as heuristics for mixed methods research. *Mid-Western Educational Researcher*, 24(2), 27-30.
- Nakkecran N, Zodpey SP. (2012). Qualitative research in applied situations: Strategies to ensure rigor and validity. *Indian J Public Health*. 56, 4-11.
- Rizo, F. M. (1991). The controversy about quantification in social research: An extension of Gage's "historical sketch". *Educational Researcher*, 20(9), 9-12.
- Rynkiewicz, M. and Spradley, J.P. eds. (1976). *Ethics and Anthropology. Dilemmas in Fieldwork*. UK: John Wiley & Sons.
- Wheatley, M. J. (1993). Chaos and complexity: What can science teach. *OD Practitioner*, 25(3), 2-10.

8. Pedagogy:

- a. Instructional strategies: This course will be run in a seminar mode, to keep the non-hierarchical and student centered focus in mind. As doctoral level education requires

students to become independent readers and knowledge producers, the students will be encouraged to bring discussion questions to the classroom that emerge from the course readings and utilise the class time to engage in discourse about the readings to facilitate learning and engagement in a group setting. This course may be co-taught by a course team, which will bring together the multiple expertise of the SES faculty to the course.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space: any other – please specify): lab may be required.
- c. Expertise in AUD faculty or outside: May be drawn upon as required by the student composition and course instructor.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): may be planned, keeping in mind student interest and need.

9. Assessments:

- a. Review paper:40%
Students will select (in consultation with course instructor and PhD programme coordinator) a reading from the course that engages with questions of nature of inquiry and science in social science research. Both epistemological and ontological questions about research will need to be addressed through a close engagement with a particular philosophical text on knowledge and perspectives of inquiry in research. This will enable students to develop an in-depth understanding on one theorist's perspective or "way of knowing."
- b. Roundtable presentation: 40%
Based on the draft of the review paper, students will present their writing to the class.
- c. Feedback participation: 20%

Students are expected to provide feedback and engage with discussion questions with their classmates who present their review papers.

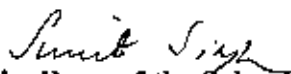
Signature of Course Coordinator(s)

Note:

- 7. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- 8. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- 9. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies (SES)
Programme(s)	PhD in Education
Course title	Research Methodology II: Methodologies in Education Research (MER)
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	PhD (Pre-doctoral)
Proposed date of launch	August 2019
Course coordinator and team	Anandini Dar (c); Manasi Thapliyal, Monimalika Day, Prabhat Rai, Shivani Nag; all SES faculty.

- Does the course connect to, build on or overlap with any other courses offered in AUD? This is a compulsory introductory level pre-doctoral research methodology course for students in Education. It builds on the introductory methodologies course in Education offered in the first semester for pre-doctoral students in in the School of Education Studies. This course engages with reading education research for critical engagement with questions about methodology in social science research. It is mandatory that students in SES take this course after the RMI in Semester 1. Pre-doctoral students from other Schools may also be interested in this course as it provides an opportunity for students to learn about various methodologies such as ethnography, survey method, case study, etc. through an engagement with research in the multi-disciplinary field of education studies. This can help students identify and select more specific methods courses that would prove to be appropriate methodology for their own specific areas of research.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): NA
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester mode
- How does the course link with the vision of AUD? The vision of AUD to develop non-hierarchical structures, promote creativity, team work, and encourage self-study is central to the pedagogy of this course. As a pre-doctoral compulsory research methodology course, the students will be expected to engage with lengthy reading materials and bring forth their understandings to the classroom that will shape the discourse of knowledge on research through a non-hierarchical and team work approach to learning.
- How does the course link with the specific programme(s) where it is being offered?

Since seminal research publications in the field of education studies are informed by a range of methodologies, students will read some of these key studies along with texts that provide a grounding in understanding the various methodologies (such as ethnography, survey, case study, etc.) employed in the research studies in Education.

Course Details:

a. Summary:

This is an introductory level course on research methodologies for young scholars entering the PhD in Education from different disciplines from within and outside of the social sciences. Since students will be entering the programme from different fields and with different levels of experiences of engaging with research and methodologies, this course is designed to: 1) familiarize and teach students the varied types of methodologies adopted in research in education, such as ethnography, case study, survey, etc., by studying these as techniques for data collection and 2) simultaneously, equip the students with the ability to read, comprehend, and critique seminal qualitative and quantitative research within the field of education studies in the methodologies that are introduced in this course. This course will be taught by various experts who will take lectures on specialized areas of qualitative and quantitative methods employed in education studies, based on their expertise. A course coordinator will help plan the different methodologies and methods for the semester based on relevant expertise available in the School for that year.

b. Objectives:

- To familiarize students with the multi-disciplinary research methodologies in the field of education
- Read, study, and critique some key research studies in education in the methodologies that are introduced in this course.

c. Expected learning outcomes:

Students will be able to:

- know and understand methodologies most commonly used in education studies, such as, ethnograph, survey method, case study, oral history/historiography/ archival research.
- unpack meanings about key concepts in research methodologies, such as, 'objectivity,' 'subjectivity', 'truth', and 'fact.'
- critique research studies, particularly, critically evaluate how a study advances the research and builds arguments, interrogate if methodologies have been accurately employed, and assess the validity, reliability, and ethics in education research studies.
- Begin to identify how their own research questions will be best addressed by a particular method/ methodology learned in this course.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Reading Research for Methodology

In this module, students will read and critique seminal research publications in the field of education studies that are informed by a range of methodologies. Based on the faculty expertise, studies will be selected so that students can begin to examine, through examples, the methodological philosophies that inform the studies (as learned in the previous term), interrogate the various methods employed by authors, critically evaluate how they advance the research and build arguments, and explore the questions of validity, reliability, and ethics in

conducting research in social sciences, particularly in the field of education from varied methodological perspectives and disciplines. In particular this module will focus on: ethnography, case studies, survey method, historical research, and experimental/ mixed methods research. The aim of this module, hence, is to provide an overview for the students of education on the varied types of methodologies adopted in research in education, develop skills of critiquing research, and build connections with the perspectives of inquiry examined in the previous term. **Only three of the below mentioned methodologies will be taught in each term depending on the faculty expertise available for that semester, as well as student interest.** This will enable students to have an in-depth engagement with at least three pertinent methods employed in education research.

Module 1: Ethnography: (4 classes)

Ethnography is often understood as both a method and a methodological philosophy. In this unit students will engage with the meaning of ethnography as a philosophy and a tool to conduct research. Classic ethnographies in education will also be read simultaneously in order for the students to learn and critique, first-hand, how ethnographies are planned, conducted, and written up.

Core Readings

Willis, P. (1977). *Learning to Labour*. Columbia University Press.

Thapan, M. (1991). *Life at School*. Oxford University Press.

Lukose, R. (2009). *Liberalisation's children: Gender, Youth, and Consumer Citizenship in Globalizing India*. Duke University Press.

Film: Critical ethnography: Moore, M., Glynn, K. R., Czarniecki, J., Bishop, C., Donovan, M., Heston, C., Danitz, B., MGM Home Entertainment Inc. (2003). *Bowling for Columbine*. United States: MGM Home Entertainment.

Suggested reading on the method:

Emerson, R. M., Fretz, R. & Shaw, I. (1995). *Writing ethnographic fieldnotes*. Chicago, IL: University of Chicago Press.

Fine, GA and Sandstrom, KL. (1988). *Knowing Children: Participant Observation with Minors*. California: Sage Publications.

Vahali, H. O. (2003). From a researcher's notebook: Scattered thoughts on research and researching. *Psychological Studies*, 48, 28 – 37.

Srinivas, M.N., Shah, A.M. and Ramaswamy, E.A. (2002) *The Fieldworker and the Field: Problems and challenges in sociological investigation*. Second Edition. New Delhi: Oxford University Press.

Module 2: Case studies (4 classes)

Case studies can capture the complexities of human experiences within a complex social political and cultural context. It focuses on the epistemological question on what can be learned from a single case. In this unit students will be introduced to different types of case studies, including some classic research. They will have the opportunity to explore the nature of research questions which can be addressed through different types of case studies.

Altbach, P. (1972). *The University in Transition: An Indian Case Study*. Sindhu Publications.

Basse, M. (1999). *Case Study Research in Educational Settings*. Buckingham, U.K.: Open University Press.

Ramachandran, V. (Ed.). (2003). *Getting children back to school: Case studies in primary education*. New Delhi: Sage Publications.

Film: 49 Up

Suggested reading on the method:

Gomm, R., Hammersley, M., and Foster, P. (eds) (2000). *Case Study Method*. London: Sage.

Yin, R. K. (1989). *Case Study Research: Design and Methods*. Applied Social Research Methods Series, vol. 5, CA: Sage Publications.

Charmaz, C. (2006). *Constructing Grounded Theory*. London: Sage.

“An Invitation to Grounded Theory.” pp. 1-12

“Gathering Rich Data.” pp. 13- 41.

Module 3: Historical Research: (4 classes)

Historical research is concerned with understanding the past and present of education with reference to time and context. It aims to develop insights into the process of change and continuity over time and the contestations and negotiations which define these. The historical lens intends to situate educational ideas, institutions, structures, processes within the wider social, economic and political contexts. Historical research involves interactions and examinations of a variety of sources ranging from written to oral and visual to understand contexts and contestations and the origins of contemporary systems, structures, relationships, and policies.

Core Readings

Lal, R. (2013). *Coming of Age in Nineteenth-Century India: The Girl-Child and the Art of Playfulness*. NY: Cambridge University Press.

Rao, P. (2017). Women's Education and the Nationalist Response in Western India: Part I- Basic Education. *Indian Journal of Gender Studies*, 14 (2). 307-316.

Suggested reading on the method:

Hamilton, C. (1987). “Ideology and Oral Traditions: Listening to the Voices From Below.” *History in Africa*, 14: 67-86.

Henige, D. (1982). *Oral Historiography*. Longman.

Wa, Y. & Esherick, J.W. (1996). *Chinese Archives: An Introductory Guide*. China Research Monograph, Berkeley: Center for Chinese Studies, Institute of East Asian Studies, University of California, 45 (viii): 355.

Module 4: Experimental/ Mixed Methods Research Studies (4 classes)

Experimental research seeks to determine if a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome. Experiments include true experiments, with the random assignment of subjects to treatment conditions, and quasi-experiments that use nonrandomized designs.

Core Readings

Bhutta, S. M., & Sylva, K. (2015). Health education classroom practices in primary schools: An observational study from Pakistan. *Global Journal of Health Education and Promotion*, 16(2), 74–101.

- Govinda, R. & Varghese, N.V. (1993). *Quality of Primary Schooling in India: A Case Study of Madhya Pradesh, India*. Paris: UNESCO International Institute for Educational Planning.
- Panda, M., Mohanty, A. K., Nag, S. & Biswabandan, B. (2011). Does MLE Work in Andhra Pradesh & Odisha? A longitudinal study. *Swara, NMRC Newsletter*, 1 (6-7), 2-23.
- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582. <https://explorable.com/bobo-doll-experiment>

Suggested reading on the method:

- Broota, K.D. (1989). *Experimental Design in Behavioural Research*. New Delhi: New Age International.

Module 5: Survey Method (4 classes)

The survey method gathers data from a relatively large number of cases at a particular time. It is not concerned with characteristics of individuals as individuals. It is concerned with the statistics that result when data are abstracted from a numbers of individual cases. Researchers carry out statistical surveys with a view towards making statistical inferences about the population being studied. Students will have the opportunity to learn the nature of questions that can be answered using this method.

Core Readings

- Statistics Division, MHRD (2011). *All India Survey on Higher Education- Pilot Report*. Pp. 1-63. Accessible at: http://mhrd.gov.in/sites/upload_files/mhrd/files/statistics/PilotReport_1.pdf

Parasuram, K. (2006). Variables that affect teachers' attitudes towards disability and inclusive education in Mumbai, India. *Disability & Society*, Vol 21: (3), pp. 231-242.

Ross, Kenneth N. 1992. Sample Design Procedures for a National Survey of Primary Schools in Zimbabwe. *Issues and Methodologies in Educational Development* #8. UNESCO: IIEP.

Anandalakshmy, S. (1998). *Public Report on Basic Education in India*. PROBE Team & Center for Development Economics

Suggested reading on the method

Babbie, L. 1990. *Survey Research Methods*. Belmont, CA: Wadsworth.

Rea, Louis M. and Richard A. Parker. 1997. *Designing and Conducting Survey Research: A Comprehensive Guide*. San Francisco: Jossey-Bass, Chapter 1, "An Overview of the Sample Survey Process."

de Vaus, D. A. 1996. *Surveys in Social Research*. London: UCL Press. Chapter 1, "The Nature of Surveys," Chapter 2, "Theory and Social Research," 3, "Formulating and Clarifying Research Questions," 4, "Developing Indicators for Concepts."

Suggested reading list for course:

Creswell, J. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Sage Publication.

Denzin, N.K. & Lincoln Y.S. eds. (1994). *Handbook of Qualitative Research*. CA: Thousands Oaks, Sage.

- England, K. (1994). Getting personal: Reflexivity, positionality, and feminist research. *Professional Geographer*, 46 (1), 80-89.
- Freedman, D. (1988). The Life History Calendar: A Technique for Collecting Retrospective Data. *Sociological Methodology*. Vol. 18, pp. 37-68.
- Gage, N. L. (2009). The paradigm wars and their aftermath: A "historical" sketch of research on teaching since 1989. *Educational Researcher*, 18(7), 4-10.
- Geertz, C. (1973). *The Interpretation of Cultures*. New York, NY: Basic Books.
- Glaser, B. & Strauss, A. (1967). *The Discovery of Grounded Theory*. Chicago: Aldine.
- Grosh, M. & Glewwe, P. (2000). *Designing Household Survey Questionnaires for Developing Countries: Lessons from 15 Years of the Living Standards Measurement Study*. Volumes 1, 2, and 3. Washington DC: The World Bank. Accessible at: <http://www.worldbank.org/lsms/index.htm>.
- Huberman, Jenny (2005). "Consuming Children: Reading the impacts of tourism in the city of Banaras." *Childhood*, 12 (2), pp. 161-176.
- Keevis, J. (1988) *Educational Research Methodology: An International Handbook*. Pergamon: Oxford.
- Kit Tisdale (2004). "Being Vulnerable and Being Ethical With/in Research" in Kathleen B. deMarrais, Stephen D. Lapan (eds.) *Foundations for Research: Methods of Inquiry in Education and the Social Sciences (Inquiry and Pedagogy Across Diverse Contexts Series)*. New Jersey: Lawrence Erlbaum Associates. Accessible at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.294.3457&rep=rep1&rep_type=pdf
- Maxwell, J. A. (1992). Understanding and validity in qualitative research. *Harvard Educational Review*, 62 (3), 279-300.
- Maxwell, J. A. (1996) *Qualitative Research Design. An Interactive Approach*. Applied Social Research Methods Series Vol. 41. New Delhi: Sage Publications.
- Morrow, V. (2008). Ethical dilemmas in research with children and young people about their social environments. *Children's Geographies*, 6(1), pp. 49-61.
- Nakkeeran N, Zodpey SP. (2012). Qualitative research in applied situations: Strategies to ensure rigor and validity. *Indian J Public Health*, 56,4-11.
- Orkin, Mark. (1998). The Politics and Problematics of Survey Research: Political Attitudes During the Transition to Democracy in South Africa. *American Behavioral Scientist*. Vol 42 (2): 201-222.
- Postlethwaite, N. T. (2005). Educational Research: Some basic concepts and terminology. *Quantitative Research Methods in Educational Planning*, Module I. IFP: Paris. Accessible at: <http://unesdoc.unesco.org/images/0018/001824/182459e.pdf>
- Rynkiewicz, M. and Spradley, J.P. eds. (1976). *Ethics and Anthropology. Dilemmas in Fieldwork*. UK: John Wiley & Sons.
- Sarangpani, P. M. (2003). *Constructing School Knowledge: An ethnography of learning in an Indian village*. New Delhi: Sage.
- Srivastava V. K. (2001): *Methodology and Field Work in India. Readings in Sociology and Social Anthropology*, Oxford University Press.
- Sudman, S. and Bradburn, N. (1982). *Asking Questions: A Practical Guide to Questionnaire Design*, San Francisco: Jossey-Bass.
- Wheatley, M. J. (1993). Chaos and complexity: What can science teach. *OD Practitioner*, 25(3), 2-10.
7. **Assessments:**
- a. Reading Reflections 30%

Students will be expected to read two selected readings from different units and comment on the research questions and the method of study.

b. Method & Research Plan 30%

Students will be expected to develop a plan for the method they want to conduct that is best aligned with their own research questions and project.

c. Long essay: 40%

Students will write a reflective methodological essay on the method they have selected for their research, and present analysis of the initial research they conducted on the method during the course of the class.

8. Pedagogy:

- a. Instructional strategies: This course will be run in a seminar mode, to keep the non-hierarchical and student centred focus in mind. As doctoral level education requires students to become independent readers and knowledge producers, the students will be encouraged to bring discussion questions to the classroom that emerge from the course readings and utilise the class time to engage in discourse about the readings to facilitate learning and engagement in a group setting. This course will be transacted by a course coordinator, who will bring together the multiple expertise in various methodologies required for this course, from within or outside of SES faculty.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): lab may be required.
- c. Expertise in AUD faculty or outside: May be drawn upon as required, based on students research interests and wisdom of the course instructor.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): may be planned, keeping in mind student interest and need.

Signature of Course Coordinator(s)

Note:

- a. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- b. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- c. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Annexure IIIc: Guided Reading (Core Course)

Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Guided Reading
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-Doctoral
Proposed date of launch	Monsoon semester 2019
Course coordinator and team	Shivani (C), all faculty supervising PhD students

- Does the course connect to, build on or overlap with any other courses offered in AUD?
 The course is aimed to strengthen a PhD candidates' ability to engage with academic literature and further their readings in the area of their research interest. The course, hence may often build on other core and elective courses being offered in SE&S PhD programme
- Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)-No
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 Usual Cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
- How does the course link with the vision of AUD?
 'Interdisciplinarity' and engaged pedagogy which are central to AUD's philosophy require non-linear, and researcher-centred pedagogies. A guided reading course in a research programme allows that scholarly collaborative space where the PhD candidates and the faculty mentors can come together to engage with academic literature and develop a nuanced informed perspective on concepts, issues and concerns. The course provides space for the PhD candidates for an active exploration of and immersion in literature on issues that are of particular interest to them and through some select common texts come together as a community of scholars.

While this course strengthens the non-hierarchical culture of AUD by placing the PhD candidates' research interests at the centre, it also creates possibilities for scaffolding and thus enabling the mission of AUD to 'combine equity and social justice with excellence'. A guided reading course can provide an active supportive structure to students coming from diverse socio-cultural and linguistic backgrounds who may need an initial support while navigating the academic literature and hence ensuring equitable access to academic discourses and participation in knowledge creation.

6. How does the course link with the specific programme(s) where it is being offered?

The doctoral programme at SES aims to “develop scholars who can assume leadership to-question, study, critique the various forces influencing the discourse of education and respond by creating alternative pathways”. A course that provides opportunity for research scholars to go beyond the suggested texts of the core and elective courses and engage in a mentored but a self-initiated endeavour is crucial in facilitating them to assume an active role in their own learning and in their contribution to the discourse in education.

7. **Course Details:**

- a. **Summary:** A guided reading course will bring together PhD candidates and the faculty mentors first as a collective who will engage with 4-5 texts on a theme selected in accordance with interests and needs of the specific cohort. The candidates will thereafter – identify an area/research question of interest under the supervision of a faculty mentor and work towards an annotated bibliography based on the identified topic. The PhD candidate will be required to get the plan for the guided reading approved by a school level committee.

b. **Objectives:**

- i. To encourage PhD candidates to critically engage with academic literature on a particular theme for the purpose of a comparative review and in the process also appreciate the debates and dialogues that take place through written academic discourse.
- ii. To encourage students to pursue self-directed inquiries in academic domains and articulate a critical understanding of the literature.

c. **Expected learning outcomes:**

- i. Demonstrate ability to critically read and analyse text.
- ii. Demonstrate ability to synthesise, integrate and build an argument drawing from the reading of the literature.
- iii. To identify an academic area of interest and formulate a topic for academic engagement.
- iv. To engage in a self-directed study on a particular area of interest.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

I. Module I: Reading together of texts on a theme (6 weeks, 12 hours)

The faculty coordinator in consultation with faculty mentors and the PhD candidates will identify 4-5 texts addressing a theme in keeping with the academic interests of the cohort. The group will pick one text per week, read it and then come together to discuss the key assumptions and arguments of the text. As the community of scholars deliberate on the texts, the research scholars will be encouraged to synthesise the different arguments made by the texts and work towards a literature review based on their emerging understandings of the text. The process is aimed at contributing towards the development of the research proposal of the PhD candidate.

II. Module II: Self-Directed Study (8 weeks, 16 hours)

Each PhD candidate will be allotted a mentor based on their research interests. The candidate in consultation with the faculty mentor will finalise a topic of inquiry and propose a plan for the

guided reading which will have to be presented before a school level committee for approval by the 10th week of the semester. The student will then explore and engage with literature based on the topic and in accordance with the approved plan and work towards an annotated bibliography to be submitted by the end of the semester.

Assessment Plan (weight, mode, scheduling) for the course:

S. No.	Task	Mode and weightage
1.	Literature review based on the common texts selected for the group.	40%
2.	Annotated Bibliography on topic of interest identified by the PhD candidate.	50%
3.	Participation in group reading and discussion sessions.	10%

8. Pedagogy:

- Instructional strategies: Group reading and discussion sessions with faculty mentor; self-study.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
- Expertise in AUD faculty or outside –No
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
No

Signature of Course Coordinator(s)

Note:

- Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Puneet Singh
Signature of the Dean of the School

Annexure IV: Elective Courses

1. **Education and Social Mobility**
2. **Politics and Education in India**
3. **Discourse Analysis and Understanding Educational Practice**
4. **Critical Literacy**
5. **Multilingual Education: Practices, Challenges and Possibilities**
6. **Quantitative Research in Education**
7. **Qualitative Case Study Methods**

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Education and Social Mobility
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	
Course coordinator and team	Rajshree Chanchal (C)

- Does the course connect to, build on or overlap with any other courses offered in AUD?
The course is connected to the proposed PhD programme. The course will attempt to provide students with the understanding of education and its role in facilitating as well as reproducing social mobility amongst various social groups through a sociological lens. It also focuses on developing an understanding about family strategies for investing in their children's education and how the pathways for upward mobility are paved.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
The usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
- How does the course link with the vision of AUD? Given the interdisciplinary nature of the courses offered at AUD, the present course aptly fits in the larger domain of sociology of education. It builds on critical sociological knowledge to understand how education provides avenues of upward social mobility to individuals from different strata of the society. It is a fact that in present neoliberal context the educational credential is one of the key factors to determine one's position in the labour market and remuneration earned. The investment made in children's education tends to provide long term returns to the family, which in turn helps the individuals as well as their family to climb up the social ladder. Education is the site of competition to ensure access to well-paid jobs amongst the middle class families, while the lower class also hopes to gain relatively better life chances via educational credentials. The course attempts to bring sociological lens to understand how education and social mobility are interrelated.
- How does the course link with the specific programme(s) where it is being offered?
The course is going to be offered at Doctoral level. It is linked with the other course as it builds on the understanding of the process of education from an interdisciplinary lens.

7. Course Details:

a. Summary:

Given the economic and social changes occurring at national and global level, education plays a crucial role in predicting the life chances individuals will have in future. The level of education achieved by an individual invariably defines the type of employment opportunity he/she will get in the labour market. School system is the key institution to provide credentials and bestow upon individuals varied degree of autonomy and control in the field of employment and social prestige. Access to education and entry to prestigious educational institutions depends upon the economic resources possessed by the family as well as the educational level of parents and other social and cultural capital endowed. It is essential to study the role of education in providing opportunity for social mobility to individuals in terms of better employment and social status. This course provides a sociological lens to explore and understand the role of institutions such as family, education and the state in shaping individual life chances. It also aims to understand sociologically the structural forces such as caste and class which shape the experiences of various social groups (who are placed differently) and avenues of social mobility available to them within the larger social hierarchy.

b. Objectives:

1. Familiarize students with an informed understanding of how social scientists conceive, measure and explain social mobility with reference to the intersecting form of hierarchies in terms of caste, gender and class
2. Understanding and analysing the key critiques and defences of current level of social mobility and its relationship with education
3. Critically engage with the role of family and education in social reproduction

c. Expected learning outcomes:

1. Students will be able to understand the concept of class, social stratification and social mobility
2. Students will be able to analyse the role of education in promoting/delimiting social mobility
3. Students will be able to critically analyse the role of family and education in social reproduction

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is divided into three Units

Unit 1- Understanding the concept of social mobility (No. of classes 4)

This unit will familiarise students with the ways on how social scientists conceptualise, measure and explain social mobility. The unit will attempt to discuss various factors that play a crucial role in determining the social standing of individuals and their life chances. The unit also introduces students to existing debates around theories of social mobility and stratification.

Essential readings with page numbers:

- Beteille, A. (2012). *Caste, Class and Power: Changing Patterns of Stratification in a Tanjore Village*. New Delhi: Oxford University Press. (Introduction)
- Breen, R. (2010). Educational Expansion and Social Mobility in 20th Century. *Social Forces*, Vol.89(2) 365-388.
- Giddens, A., & Sutton, A. (2010). Stratification and Social Class. In (Eds) *Sociology: Introductory Reading*. London: Polity Press.

- Krishna, A. (2013). Making It in India Examining Social Mobility in Three Walks of Life. *Economic and Political Weekly*, Vol.XI.VIII,38-49.
- Kumar, S., Heath, A., & Heath, O. (2002). Determinants of Social Mobility in India. *Economic and Political Weekly*, 2983-2987.
- Reay, D., & Vincent, C. (2014). *Theorizing Social Class and Education*. Oxon: Routledge.
- Turner, R. (2011). Sponsored and Contest Mobility and the School System. In R. Arum, I. Beattie, & K. Ford, *The Structure of Schooling Reading in the Sociology of Education* (pp. 11-22). London: Sage

Suggested readings:

- Acker, J. (1973). Women and Social Stratification: A Case of Intellectual Sexism. *The American Journal of Sociology*, Vol.78(4),936-945.
- Kumar, S., Heath, A., & Heath, O. (2002). Changing Patterns of Social Mobility: Some Trends Over Time. *Economic and Political Weekly*, 4091-4096.
- Reay, D. (1998). Rethinking Social Class: Qualitative Perspectives on Class and Gender. *Sociology*, Vol.32 (2), 259-275.

Unit 2-Role of Education in promoting social mobility (No. of classes 4)

This unit focuses on how availability of educational services facilitates or limits in paving the pathways for social mobility. It will discuss questions on the provisions of educational opportunities for diverse sections of the society. The unit attempts to capture the debates around the idea of merit and how meritocratic processes get reflected in education and employment, particularly in Indian context.

Essential readings with page numbers:

- Bourdieu, P. (1974). The School as a Conservative Force: Scholastic and Cultural Inequalities. In J. Eggleston. (Ed.) *Contemporary Context of Research in the Sociology of Education* (pp. 32-46). London: Methuen.
- Bourdieu, P., & Parson, J. (1997). *Reproduction in Education. Society and Culture*. London: Sage.
- Breen, R., & Jonsson, J. O. (2005). Inequality of Opportunity in Comparative Perspective: Recent Research on Educational Attainment and Social Mobility. *Annual Review of Sociology*. Vol 31, 223-243.
- Deshpande, S. (2006). Exclusive Inequalities Merit Caste and Discrimination in Indian Higher Education. *Economic and Political Weekly*, 2438-2444
- Hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge
- Jeffery, R., Jeffery, P., & Jeffery, C. (2005). Social Inequalities and the privatisation of Secondary Education in North India. In R. Chopra, P. Jeffery, & H. Reifeld. *Educational Regimes in Contemporary India* (pp. 41-61). New Delhi: Sage Publications.
- Jeffrey, C., & Lerche, J. (2000). Stating the Difference: State, Discourse and Class Reproduction in Uttar Pradesh, India. *Development and Change*. Vol. 31, 875-878, Vol. 31, 875-878.
- Nambissan, G. B. (1996). Equity in Education? Schooling of Dalit Children in India. *Economic & Political Weekly*, Vol 31 (16/17).
- Ray, R. (1988). The Contested Terrain of Reproduction: Class and Gender in schooling in India. *British Journal of Sociology of Education*, Vol. 9 (4), 387-401.
- Rege, S. (2010). Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogical Practice. *Economic and Political Weekly*, XLV: 44. 88-98
- Sturgis P. and Buscha, F. (2015) Increasing Inter-generational Social Mobility: Is Educational Expansion the Answer? *The British Journal of Sociology* 66 (3). 512-530

- Thorat, S., & Newman, K. S. (2010). (Eds.) *Blocked by Caste Economic Discrimination in Modern India*. New Delhi: Oxford University Press
- Viad, D. (2016). Patterns of Social Mobility and Role of Education in India. *Contemporary South Asia*, vol. 24 (3) 285-321
- Velaskar, P. (1990). Unequal Schooling as a Factor in Reproduction of Social Inequality in India. *Sociological Bulletin*, 39 :1&2, 131-145

Suggested readings:

- Nambissan, G. B. (1996). Equity in Education? Schooling of Dalit Children in India. *Economic & Political Weekly*, Vol 31 (16/17).
- Ramchandran, V., & Naorem, T. (2016). What it means to be a Dalit or Tribal Child in Our Schools. In J. Drèze. *Social Policy* (pp. 158-178). New Delhi: Orient Blackswan Pvt Ltd.
- Vakulabharanam, V., & Motiram, S. (2016). Mobility and Inequality in Neoliberal India. *Contemporary South Asia*, 24:3, 257-270.

Unit 3-Understanding the role of family in paving the pathways for social mobility and aspirations (No. of classes 4)

This unit tries to understand the role of family in reproducing advantages or disadvantages across generations. It explores the intersections of socioeconomic privileges in relation to various family aspirations. The unit will also address how familial ties of caste/kinship networks influence aspirations and strategies for social mobility.

Essential readings with page numbers:

- Ball, S. J. (2003). *Class Strategies and the Education Market The Middle Class and Social Advantage*. London: Routledge Falmer. (1-20)
- Chopra, R. (2005). Sisters and Brothers Schooling, Family and Migration. In R. Chopra, P. Jeffery, & H-Reifeld: *Educational Regimes in Contemporary India* (pp. 299-315). New Delhi: Sage Publications.
- Drury, D. (1993). *The Iron School Master Education, Employment and the Family in India*. Delhi: Hindustan Publishing Corporation.
- Jeffery, C., Jeffery, R., & Jeffery, P. (2004). Degrees Without Freedom: The Impact of Formal Education on Dalit Young Men in North India. *Development and Change*, Vol 35,(5).963-986.
- Kapadia, K. (1998). *Siva & Her Sister Gender Caste and Class in Rural South India*. Boulder: Westview Press.
- Munshi, K., & Rosenzweig. (2006). Traditional Institutions Meet the Modern World:Caste, Gender and Schooling in a Globalizing Economy. *The American Economic Review*, 1225-1252.
- Nambissan, G. B. (2010). The Indian Middle Classes and Educational Advantage: Family Strategies and Practices. In M. W. Apple, & S. Ball, (Eds.) *The Routledge International Handbook of Sociology of Education* (pp. 285-295). Oxon: Routledge.
- Osella, F., & Osella, C. (2000). *Social Mobility in Kerala:Modernity and Identity in Conflict*. Chicago: University Press Chicago.
- Plewis, I. and Bartley, M., (2014). Intra-generational Mobility and Educational Qualification. *Research in Social Stratification and Mobility*. 36, 1-11.
- Still, C. (2014). Dalits in Neoliberal India: An Overview. In C. Still, (Ed.) *Dalits in Neoliberal India Mobility or Marginalisation?* (pp. 1-43). New Delhi: Routledge.
- Sullivan, A., Parsons, S., Green, F., Wiggins, R., and Ploubidis, G., (2018). The Path from Social Origins to Top Jobs: Social Reproduction via Education. *The Journal of Sociology*, 69(3), 776-798

- Vaid, D. (2012). The Caste-class Association in India: An Empirical Analysis. *Asian Survey*, Vol.52(2), 395-422.
- Vaid, D., & Heath, A. (2010). Unequal Opportunities: Class, Caste and Social Mobility. In A. F. Heath, & R. Jeffery, (Eds) *In the Proceeding of the British Academy 159. Diversity and Change in Modern India: Economic, Social and Political Approaches* (pp. 129-164). Oxford: Oxford University Press.

Suggested readings:

- Larcou, A. (2002). Invisible Inequality: Social Class and Childrearing in Black Families and White Families. *American Sociological Review*, Vol 67(5), 747-776.
- Majumdar, R. (2010). Intergenerational Mobility in Educational and Occupational Attainment: A Comparative Study of Social Classes in India. *Margin: The Journal of Applied Economic Research*, Vol 4(4), 463-494.
- Jeffery, C. (2010). *Timepass: Youth, Class and the Politics of waiting in India*. Standford: Standford University.
- Jeffery, C., Jeffery, R., & Jeffery, P. (2005). Broken Trajectories: Dalit Young Men and Formal Education. In R. Chopra, P. Jeffery, & H. Reifeld, *Educational Regimes in Contemporary India* (pp. 256-275). New Delhi: Sage Publications.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Class participation (15%)
2. Book review and presentation (45%)
3. Term paper based on the readings given during the course work (40%),

8. Pedagogy:

a. Instructional strategies:

The course will operate in an interactive manner where there will be group discussions, students are expected to read the material provided or asked and have discussion with the instructor. Peer discussions are also strongly encouraged. Students will also be encouraged to attend seminar and conferences in other eminent institutions which are relevant to the topic

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom, projector

c. Expertise in AUD faculty or outside: AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
Students will have ample opportunity to pursue field based work and interact with the community

Signature of Course Coordinator(s)

Note:

- a. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- b. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools.

The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

- c. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Suresh Singh
Signature of the Dean of the School

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD in Education
Course title	Politics and Education in India
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other)	Optional/Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	August 2019
Course coordinator and team	Manish Jain (C)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
Various courses in MA Education programmes such as *History of Education in Modern India*, *State, Society and Education* and *Reading Education Policies* engage with the idea of state. This course draws on them for a focused discussion on the nature and relation of politics and education in India.
2. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify): Post-graduate level engagement with education / social sciences / humanities is desirable but is not compulsory to take this course.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD? Understanding different social phenomenon from the perspective of Social Sciences and engaging with questions of power, inequality and justice are key themes of this course.
6. How does the course link with the specific programme(s) where it is being offered? As an elective course in the PhD programme in education, it introduces students to the political lens to examine education. It will be helpful for students engaging with questions of nation, regions and local, state and its different levels, governance, civil society, political institutions, processes, identities and movements. It will also engage with the political nature of education policies in general and those related to teacher and curriculum in particular.
7. **Course Details:**
 - a. Summary: Historically, in the literature on modernization in 1950s and 1960s, education was seen as a key agency of political development of newly independent societies. Further, then contemporary theories of democracy were deeply suspicious about continuity of democracy in such societies and in contemporary times, India is seen as a unique and exceptional case. But within this burgeoning literature on Indian democracy, education has generated little interest.

Historically, preparation of school teachers has been the focus of the discipline of education. Such a focus has been detrimental to the study of education as a social phenomenon. And the colonial origins and postcolonial trajectory of teacher education has made this focus even narrower in India. Politics is not even acknowledged as a foundation discipline in education in India.

This course aims to draw attention to and engage with the political nature of education and understand it in relation to the trajectory of democracy, state formation and politics in India. In this process, it aims to address certain gaps in the disciplines of education and political science, where both politics and education have remained at the margins in the respective disciplines as an area of study.

Students of politics and education and the larger public have tended to imagine education as a pure and innocent entity that can do only good and hence needs to be immune, distanced and protected from politics. Such a concern is informed by an idea of politics as a dirty phenomenon with evocative images of deception, manipulation, hypocrisy and self-aggrandizement. In this conception, politics of education comes to denote subservience of educational goals, institutions and processes to political interests.

An alternative understanding of politics conceives it as an activity, concern and enterprise related to making decisions about our conception of good life; about what is valuable; about use, production and distribution of resources. And all such decisions involve not just cooperation but also negotiation and struggle over both material and symbolic resources. In this view politics is about power; about deciding what resources are valuable; who decides what is valuable and on what basis; how should they be distributed; who should distribute them: to whom and why; which social forces shape this distribution; how does this distribution affect people's capacity to direct their own life and how different social agents, agencies and institutions can and do bring change.

If we conceive politics in this alternative fashion, then it would follow that all the imaginations of education, what it is, who should get it, what can one achieve by it, what are the goals we wish to realize through education, are political in nature. As each articulation of an educational purpose is intrinsically tied to a particular idea of human being and society, of social relationships among members of a community, the definition of this community and the terms of belonging or not belonging to it, this idealization, desirability or despising of certain ways of being is political.

While this course aims to draw attention to the political nature of education with an understanding outlined above, it also wishes to examine how education is embedded in and how it mutually interacts with a variety of political institutions, processes and actors. Besides nation-state, these actors include multilateral agencies, global and national civil society, political movements and market. Thereby, this course locates education in relation to distinct phases of state formation in India and understand how state and politics in its national, regional and local avatars (and their intersections) influence education. Such an approach allows the course to study educational institutions and their actors in relation to the operation and mobilization of power, dominance, caste, class, religious, linguistic and gendered identities and interests. The course also intends to engage with theorizations about state in India and examine what they offer

to understand framing of education policies, availability of educational provisions, and operation of educational institutions.

With this focus on education, the course hopes to offer education as a site to understand Indian democracy, politics and political change and not treat education as a dependent variable which is affected by politics.

b. Objectives:

- i. Appreciate the political nature of education and education policies
- ii. Understand the embeddedness and interaction of education with political institutions, processes and ideas
- iii. Analyse the micro politics of education system and institutions

c. Expected learning outcomes:

- i. Begin to examine education as a site of politics
- ii. Analyse relationship between state and education with reference to levels, regions, identity and interest groups and ideologies
- iii. Identify and analyse the political institutions and processes that shape educational policy

- d. Overall structure (course organisation; rationale of organisation; brief module outlines):
This course is organised in 3 modules that involve studying conceptual and theoretical essays from the discipline of Political Science and various empirical studies that focus on interaction of politics and education in India.

Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

Module-1: Understanding politics, state and education (4 Classes)

This module will focus on understanding what is the domain of politics and different theorizations of state in India. It also introduces students to the key questions about study of interrelationships of education and politics.

Core Readings

- Menon, Nivedita, Nigam, Aditya and Palshikar, Sanjay (2014). *Critical Studies in Politics: Exploring Sites, Selves, Power*. Introduction. Hyderabad: Orient Black Swan, pp. 1-18.
- Kaviraj, Sudipta (2010). *The Imaginary Institution of India: Politics and Ideas*. Chapter 1, On State, Society, and Discourse in India. New York: Columbia University Press, pp. 9-38.
- Stout, Robert T., Tallerico, Marilyn and Scribner, Kent Paredes (1994). Values: the 'What?' of the Politics of Education. In Scribner, Jay D. and Layton, Donald H. (Eds.) *The Study of Educational Politics: The 1994 Commemorative Yearbook of the Politics of Education Association 1969-1994* (Yearbook of the Politics of Education Association), pp. 5-20.
- Wong, Kenneth K. (1994). The Politics of Education: From Political Science to Multidisciplinary Inquiry. In Scribner, Jay D. and Layton, Donald H. (Eds.) *The Study of Educational Politics: The 1994 Commemorative Yearbook of the Politics of Education Association 1969-1994* (Yearbook of the Politics of Education Association), pp. 21-35.

Module 2: Identities, regions and education (8 classes)

In its modern avatar, education is inextricably linked to state and the need to create loyal citizens of the nation-states. This process enacted through educational policies, provision of education, budgetary grants, curriculum, textbooks and schools – their routines and symbolic rituals, construct and rehearse a narrative of the nation as a community. It forges national identity, imaginations of the self and the other. And it acquires a different currency in the context of societies with colonial past. But nation is not the only identity with which people identify themselves. Caste and religious identities and their political mobilisation and consolidation through educational patronage, distribution of resources, contestations about representation of the self and the educational aspirations are key questions dealt with in this module. This unit moves beyond the national in another sense as it tries to locate interaction of politics and education at the level of regions and the local to both understand how and why do regions differ as well as how politics and education are simultaneously global, national, regional and local affairs and concerns.

Core Readings -

- Acharya, Poromesh (1989). Education and Communal Politics in Bengal: A Case Study, *Economic and Political Weekly*, 24 (30). pp. PE81-PE90.
- Benei, Veronique (2001). Teaching Nationalism in Maharashtra Schools. In: Bénéï, Véronique and Fuller, Chris. J, (eds.) *The Everyday State and Society in Modern India*. C. Hurst & Co, London, pp. 194-220.
- Kaul, Rekha (1993). 'Society, Polity and Education in Karnataka', Chapter 2 in, idem, *Caste, Class and Education: politics of the Capitation Fee Phenomenon in Karnataka*. New Delhi: Sage, pp: 38-83.
- Lukose, Litty A. (2009). Education, Caste and the Secular, Chapter 5 in idem, *Liberalization's Children: Gender, Youth and Consumer Citizenship in Globalizing India*. Durham and London, Duke University Press, pp: 163-197.
- Madan, I-N. (1972). Caste and Community in the Private and Public Education of Mysore State, in Susanne Hober Rudolph and Lloyd I. Rudolph (Eds.) *Education and Politics in India: Studies in Organization, Society, and Policy*. Delhi: Oxford University Press. pp: 121-147.
- Mathew, Leya (2018). Aspiring and Aspiration Shaming: Primary Schooling, English, and Enduring Inequalities in Liberalizing Kerala (India). *Anthropology & Education Quarterly*, 49 (1). pp. 72-88.
- Narain, Iqbal (1972). Rural Local Politics and Primary School Management, in Susanne Hober Rudolph and Lloyd I. Rudolph (Eds.) *Education and Politics in India: Studies in Organization, Society, and Policy*. Delhi: Oxford University Press, pp: 148-164..
- Priyam, Manisha (2015). 'Federal Opportunities, State Level Implementation: The Puzzle of Contrasting Outcomes in Andhra Pradesh and Bihar', Chapter 3, in idem, *Contested Politics of Educational Reform in India: Aligning Opportunities with Interests*. New Delhi: Oxford University Press, pp: 91-115.
- Rudolph, Lloyd I. and Rudolph, Susanne Hoerber (1983). Rethinking Secularism: Genesis and Implications of the Textbook Controversy, 1977-79. *Pacific Affairs*, 56: 1. pp. 15-37.
- Shukla, Shrilal (1992). *Raag Darbari*. Trans. Gillian Wright. New Delhi: Penguin Books.
- Shukla, Shrilal (2008). *Raag Darbari*. Delhi: Rajkamal Prakashan.

Suggested Readings

- Gould, Harold (1972). 'Educational Structures and Political Processes in Faizabad District,

Uttar Pradesh', in Susanne Hober Rudolph and Lloyd I. Rudolph (Eds.) *Education and Politics in India: Studies in Organization, Society, and Policy*. Delhi: Oxford University Press, pp: 94-120.

Jaffrelot, Christophe, A. Kalaiyaran (2018). Anxieties of the dominant, *Indian Express*, January 3, 2018.

Kamat, Sangeeta (2011). Neoliberalism, Urbanism and the Education Economy: Producing Hyderabad as a 'Global City', *Discourse: Studies in the Cultural Politics of Education*, 32 (2), pp: 187-202.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

There will be two individual assessments of 50 % weightage each from each module 3 which would focus on examining interrelationship between politics and education with reference to a particular case.

8. Pedagogy:

- a. Instructional strategies: Pedagogy will involve class lectures and readings based discussions.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): no
- c. Expertise in AUD faculty or outside: AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

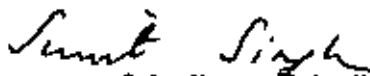
Signature of Course Coordinator(s)

Note:

- d. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- e. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- f. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Discourse Analysis and Understanding Educational Practice
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Predoctoral
Proposed date of launch	Monsoon 2019
Course coordinator and team	Prabhat Rai (C), Shivani Nag

- Does the course connect to, build on or overlap with any other courses offered in AUD?
The course builds on a course on Research Methodology offered in the first semester of the PhD course work- 'Nature of Inquiry in Social Science Research'. Since the course also engages with concepts of 'language as a site for action', 'multi-voicedness', 'identities' and 'power struggles', they do connect with electives offered in SES PhD –programme and in other schools that draw on sociological, political and historical analysis of these concepts, e.g., 'Politics and Education in India', 'Multilingual Education: Practices, Challenges and Possibilities', 'Critical Literacy' and others.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): The students should have done at least a Masters level course on introduction to research methods that includes a component on qualitative methodologies.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): The course to be offered in the second semester of the PhD course work as it builds on the Research Methodology course I.
- How does the course link with the vision of AUD?AUD is committed to the vision of equity and social justice and lays emphasis on the role of institutions as instruments for social transformation with focus on social action. The ideas of equity and social justice go beyond access to knowledge content and must empower students to be critical researchers who will contribute to knowledge creation. The course on discourse analysis aims to encourage students to critically engage with varied discourses in education. be they in form of classroom transactions, curriculums or policy texts and reach the multiple locations, voices and power structures underlying them.

6. How does the course link with the specific programme(s) where it is being offered? The PhD programme at SES aims to *develop sensitive, informed and committed scholars in the field/discipline*. The course intends to develop in scholars tools to critically engage with language data, educational practice and policy. Thus, this course by attempting to bring both conceptual and methodological rigour to engaging with education discourse, aims to help enable scholars identify challenges in education, develop newer insights and contribute to the knowledge construction in the field/discipline.

7. **Course Details:**

- a. **Summary:** This course focuses on discourse analytic approaches to research in education and related areas of inquiry. We will consider discourse analysis through an interdisciplinary lens and through traditions that range from interactional sociolinguistics and narrative analysis to conversation analysis and critical discourse analysis. The course is intended for doctoral students who have already taken introductory courses in the nature of inquiry in social science and who would like to learn about discourse analysis to advance their own educational research endeavours. The course intends to provide only a framework that can further be used to inquire and engage with educational practices and policies.

b. **Objectives:**

1. To engage with the idea of discourse as having multidisciplinary roots and as located in a context of multi-voicedness, identities and power struggles.
2. To develop students' knowledge of the main concepts, categories and frameworks relating to the analysis of written and spoken discourse;
3. To familiarise students with different approaches to discourse analysis and their theoretical underpinnings.
4. To facilitate use of one or more approaches to discourse analysis in the specific context of educational research.

c. **Expected learning outcomes:**

Upon completion of the subject, students will be able to:

- i) demonstrate an understanding of the relationships between the social contexts of use and features of written and spoken texts;
- ii) identify and describe structural elements, textual patterns and organization of discourse;
- iii) discern multi-voicedness and multiple meaning of the written and spoken texts;
- iv) use discourse analysis as a tool to analyse educational policies and practices.

5. (i) **Module-wise Format with following details for each module:**

- i. **Module 1: Introduction to the idea of 'discourse': Voices, identity, power, modalities: (6 weeks)**

The module will highlight that the purpose of language is not merely to share information but also to scaffold the performance of social activities and to scaffold human affiliations and positioning within culture that involves questions of voice, identity, contestations and power relationships. The module further engages with the question of: what is discourse? What is text? How to differentiate text from discourse? How to understand discourse analysis as a cultural practice and process? The module will also introduce students to different approaches like critical discourse analysis (Foucault), multimodal discourse analysis (O'Halloran), sociocultural discourse analysis and discursive psychology (especially

language and historicity as a tool for collective thinking—Derek Edwards, Neil Mercer, Kenneth Gergen).

Essential reading list:

- Jaworski, A. & Coupland, N. (1999). Introduction (pp1-44). *The discourse reader*. London: Routledge.
- Fairclough, N. (2012). Critical Discourse Analysis (pp 9-20). Gee, J.P. & Handford, M. (Eds) *The Routledge Handbook of Discourse Analysis*. Oxford: Routledge.
- Potter, J. (2012). Discursive Psychology and Discourse Analysis (pp 104-119). Gee, J.P. & Handford, M. (Eds) *The Routledge Handbook of Discourse Analysis*. Oxford: Routledge.
- Gee, J. P. (1991). A linguistic approach to narrative. *Journal of Narrative and Life History*, 1 (1), 15-39.
- Hymes. D. (1996). Narrative form as a grammar of experience: Native Americans and a glimpse of English. In *Ethnography, linguistics, narrative inequality. Toward an understanding of voice* (pp. 121-141). London: Taylor & Francis.

Suggested reading list:

- Bakhtin, M. M. (1999). The problem of speech genres(pp 121-132). In Jaworski, A. & Coupland, N. (Ed.) *The discourse reader*. London: Routledge.
- Silverstein, M. (1996). The secret life of texts (pp 81-105). Silverstein, M. & Urban, G. (Eds.). *Natural histories of discourse*. Chicago: University of Chicago Press.
- Urban, G. (1996) Entextualization, replication, and power (pp. 21-44). Silverstein, M. & Urban, G. (Eds.). *Natural histories of discourse*. Chicago: University of Chicago Press.
- Gee, J. P. (2005). *An introduction to discourse analysis: Theory and method*. New York: Routledge.

ii. Module 2: Text, Intertextuality and Transcription: (4 weeks)

The module will engage students in various aspects of analysing and discerning meaning from the textual data. The readings in the module are focused on presenting what are the complexities involved in relating written and spoken language? What are the various processes and aspects of transcription? It further discussed features of written and spoken discourse to understand the linguistic construction of context, turn taking and conversational sequence.

Essential reading list:

- Atkinson, J. M. & Heritage, J. (1999). Jefferson's transcript notation (pp. 158-166). *The discourse reader*. London: Routledge.
- Mishler, E. (1991). Representing discourse: The rhetoric of transcription. *Journal of Narrative and Life History* 1 (4), 255-280.
- Ochs, E. (1999). Transcription as theory (pp. 167-182). Jaworski, A. & Coupland, N. (Eds). *The discourse reader*. London: Routledge.
- Gee, J. P. (1989). Two styles of narrative construction and their linguistic and educational implications. *Discourse Processes* 12, 287-307.
- Martin, J. R. (2002). Meaning beyond the clause: SFL perspectives. *Annual Review of Applied Linguistics* 22, 52-74.

Suggested reading list:

- Fairclough, N. (2004). Semiotic aspects of social transformation and learning (pp. 225-235). Rogers, R. (Ed.). *A critical discourse analysis of family literacy practices*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Georgakopoulou, A. & Goutsos, D. (2000). Revisiting discourse boundaries: The narrative and non

narrative mode. *Text* 20 (1), pp. 63-82.

Juzwik, M. M. (2006). Performing curriculum: Building ethos through narrative in pedagogical discourse. *Teachers College Record*.

iii. Discourse in classrooms, educational practices and policies: (4 weeks)

The focus of the module will be on unpacking the opaqueness in educational practices (power, ideology and diversity), inquiring various metaphors of education, children, childhood, gender etc. The module will also make an attempt to decipher rhetoric and voices in the context of educational practices and policies.

Essential reading list:

Rex, L. A., Murnen, T. J., Hobbs, J., McEachen, D. (2002). Teachers' pedagogical stories and the shaping of classroom participation: "The Dancer" and "Graveyard Shift at the 7-11." *American Educational Research Journal* 39 (3), 765-796.

Cazden, C. (2001): *Classroom discourse: The language of teaching and learning* 2nd ed. New Portsmouth, NH: Heinemann (Chapter Four: Classroom Discourse and Student learning, pp 31-59)

Woodside-Jiron, H. (2011). Language, power, and participation: Using critical discourse analysis to make sense of public policy (pp. 155-172) Rogers (Ed.) *Critical Discourse Analysis in Education*. New York: Routledge.

Suggested reading list:

Poveda, D. (2002). Quico's story: An ethnopoetic analysis of a Gypsy boy's narratives at school. *Text* 22 (2), 269-300.

Bourdieu, P. (1999). Language and symbolic power (pp. 495-513). Jaworski, A. & Coupland, N. (Eds). *The discourse reader*. London: Routledge.

Young, J. P. (2004): Cultural models and discourses of masculinity: Being a boy in a literacy classroom. Rogers (Ed.) *Critical Discourse Analysis in Education*. New York: Routledge

(ii) Assessment Plan (weight, mode, scheduling) for the course:

- a. Transcription assignment (25%)
- b. Reading a book/article together (25%)
- c. Final project (50%): Developing a research proposal using discourse analysis and doing a pilot data collection and analysis.

8. Pedagogy:

- a. Instructional strategies: The course may be transacted through combination of lectures, reading together, discussions and using DA methods/approaches in various assignments.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No
- c. Expertise in AUD faculty or outside: Expertise of a number of other faculty members at SES may also be used in organising a data analysis workshop.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

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Note:

- g. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- h. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- i. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies: _____

Suggestions:

Suresh Singh
Signature of the Dean of the School

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Critical Literacy
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	August 2019
Course coordinator and team	Sunita Singh (C)

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds upon the MA Education (ECCE) course titled “Language Development and Early Literacy”.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level: any others – please specify): PhD programme
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long
5. How does the course link with the vision of AUD? This course connects with AUD’s vision of social justice and equity because it engages students to understand non-hierarchical forms of knowledge especially for language and literacy practices in the society. The course enables students to understand how language and literacy practices in schools and society are shaped by power dynamics and the role of agency and identity.
6. How does the course link with the specific programme(s) where it is being offered? The course connects with the vision of the PhD programme in being situated within the framework of social justice and equity in language and literacy use in the society. It challenges the hegemonic practices of understanding and situating language and literacy practices.
7. **Course Details:**
 - a. Summary: This course will enable students to understand how language and literacy and its use are inextricably connected to social, political and economic contexts. The course locates these practices across the interconnected spaces of schools, homes and communities for children. Sociocultural understandings of language and literacy are related to sociolinguistic conceptualizations of the ways by which language and literacy are in relationship with culture. Critical literacy questions ways of language and literacy use in the society. The term critical literacy refers to use of the multitude of forms of communication that analyse,

provide critical perspectives and transform the norms, rule systems and practices governing the social fields of everyday life.

b. Objectives:

- Examine cultural ways of thinking and learning.
- Situate critical literacy within sociocultural frameworks.
- Re-examine language and literacy use in the instructional practices and institutional structures.
- Identify ways in which language and literacy practices can challenge standard school literacy practices.

c. Expected learning outcomes:

- Describe the landscape of sociocultural perspectives on language and literacy.
- Situate literacy as a social practice, multiliteracies and critical literacies within the sociocultural frameworks.
- Analyse messages through a textual and contextual analysis.
- Identify discrimination within institutions of power and question the power dynamics when they appear in written and oral texts.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into two modules: (1) Situating Critical Literacy and (2) Critical Literacy and Agency). The first module attempts to identify the broad contours of critical literacy within the sociocultural paradigm. The second module will focus on how realizations of critical literacy mediate language and power in diverse ways (Module description is given below).

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format;

Module 1: Situating Critical Literacy

(5 Weeks)

Language both reflects and shapes thought and culture. There are the multiple pathways of language and literacy learning and use in the society. Across cultures, there are different mediators of language and literacy by the use of diverse range of materials, methods and practices that may or may not be recognized in the classrooms. The implications of several researchers have been to explore how the syncretisms of these practices take place and the advantages they could have. However, simply extolling the diversity of practices is not adequate—it is imperative to also conceptualize a theoretical model of literacy that recognizes the power relations within such language and literacy practices. The first unit will introduce students to the sociocultural perspectives that identify literacy as a social practice, multiliteracies and critical literacy. Sociocultural perspectives on literacies are myriad and often include an emphasis on power relations—thus, critical theories play a role in this perspective. This unit will situate critical literacy within the sociocultural paradigms. Critical sociocultural perspectives are also used as a term to identify the relationship between literacies and power.

Objectives

- Sociocultural perspectives on language and literacy
- Understand literacy as a social practice
- Multimodalities and Multiliteracies
- Situate critical literacy within sociocultural perspectives

– Examine relationship between literacies and power

Essential Readings

- Behrman, E. H. (2006). Teaching about language, power, and text: A review of classroom practices that support critical literacy. *Journal of Adolescent & Adult Literacy*, 49(6), 490-498.
- Gregory, E. (Ed.) (1997). *One child, many worlds. Early learning in multicultural communities*. Language and Literacy Series. New York: Teachers College Press.
- Kenner, C. *Chapter 6: A child writes from her everyday world: Using home texts to develop biliteracy at school*, pp. 75-86.
- Rashid, N. & Gregory, E. *Chapter 8: Learning to read, reading to learn: The importance of siblings in the language development of young bilingual children*, pp. 107-121.
- Lewis, M., Flint, A. S., & Van Sluys, K. (2002). Taking on critical literacy: The journey of newcomers and novices. *Language arts*, 79(5), 382-392.
- Luke, A. (2012). Critical literacy: Foundational notes. *Theory into practice*, 51(1), 4-11.
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31(2), 132-141.
- Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, 20(1), 31-48.
- Perry, K. H. (2012). What Is Literacy?—A Critical Overview of Sociocultural Perspectives. *Journal of Language and Literacy Education*. 8(1), 50-71.
- The New London Group. (1996). A pedagogy of multiliteracies: Designing social futures. *Harvard Educational Review*. 66(1), 60-93.

Suggested Readings

- Agnihotri, R. K. (2007). Towards a pedagogical paradigm rooted in multilinguality. *International Multilingual Research Journal*, 1(2), 79-88.
- Pathak, A. (2006). *Modernity, globalization and identity. towards a reflexive quest*. Aakar Books.
- Batra, P. (2015). Curriculum in India. In *Curriculum Studies in India* (pp. 35-63). Palgrave Macmillan, New York.
- Lankshear, C., McLaren, P. L., & McLaren, P. (Eds.). (1993). *Critical literacy: Politics, praxis, and the postmodern*. SUNY Press.
- Gregory, E. (Ed.) (1997). *One child, many worlds: Early learning in multicultural communities*. Language and Literacy Series. New York: Teachers College Press.
- Heath, S. B. (1983). *Ways with words: Language, life and work in communities and classrooms*. New York: Cambridge University Press.
- Esteban-Guitart, M., & Moll, L. C. (2014). Funds of identity: A new concept based on the funds of knowledge approach. *Culture & Psychology*, 20(1), 31-48.
- Mui, S., & Anderson, J. (2008). At home with the Johars: Another look at family literacy. *The Reading Teacher*, 62(3), 234-243.
- Ballenger, C. (1999). *Teaching other people's children. Literacy and learning in a bilingual classroom*. New York: Teachers College Press.
- Gregory, E., & Williams, A. (2000). *City literacies: Learning to read across generations and cultures*. Psychology Press.
- Gregory, E., Long, S., & Volk, D. (Eds.). (2004). *Many pathways to literacy: Young children learning with siblings, grandparents, peers, and communities*. Psychology Press.

- Gregory, E. (Ed.) (1997). *One child, many worlds. Early learning in multicultural communities*. Language and Literacy Series. New York: Teachers College Press.
- González, N., Moll, L. C., & Amanti, C. (Eds.). (2013). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Routledge.
- Isaac, T. T., Franke, R. W., & Parameswaran, M. P. (1997). From anti-feudalism to sustainable development: The Kerala People's Science Movement. *Bulletin-Concerned Asian Scholars*, 29, 34-44.
- Long, S. (1998). Learning to Get along: "Language Acquisition and Literacy Development in a New Cultural Setting". *Research in the Teaching of English*, 8-47.
- Moll, L. C. (Ed.). (1992). *Vygotsky and education: Instructional implications and applications of sociohistorical psychology*. Cambridge University Press.
- Popli, R. (1999). Scientific literacy for all citizens: different concepts and contents. *Public Understanding of Science* 8(2). Doi <https://doi.org/10.1088/0963-6625/8/2/304>
- Sadgopal, A. (2004). Globalisation: demystifying its knowledge agenda for India's education policy: *Durgabhai Deshmukh memorial lecture*
- Shor, I (1999). "What is Critical Literacy?," *Journal of Pedagogy, Pluralism and Practice*, 1(4), 1-32. Available at: <https://digitalcommons.lesley.edu/jppp/vol1/iss4/2>
- Street, B. (1993). *Culture is a verb: Anthropological aspects of language and cultural process*. In D. Graddol, L. Thompson, & M. Bryan (Eds.), *Language and Culture* (pp. 23-43). Clevedon: Multilingual Matters.
- Volk, D., & Long, S. (2005). Challenging myths of the deficit perspective: Honoring children's literacy resources. *Young Children*, 60(6), 12-19.

Module 2: Critical literacy and agency (7 Weeks)

This unit will focus on examining literacy as it addresses issues of identity, power and agency. It will focus on how realizations of critical literacy mediate language and power in diverse ways. In recognizing the multiple ways in which issues of power relate to language and literacy practice the field of literacy addresses post-structuralist thinking. Increasingly, there is a rejection of universal forms of knowledge and narratives surrounding it and in the process a challenge to the frameworks that situate language and literacy only within a cultural social framework, without conceptualizing issues of power and hegemony.

Objectives

- Examine literacy and issues of identity, power and agency
- Relationship between power and language and literacy practices
- Conceptualize issues of power and hegemony within literacy frameworks

Essential Readings

- Bean, T. W., & Moni, K. (2003). Developing students' critical literacy: Exploring identity construction in young adult fiction. *Journal of Adolescent & Adult Literacy*, 46(8), 638-648.
- Comber, B. (2001). Classroom explorations in critical literacy. *Australian Literacy Educators' Association*, 16(1), 90-102.
- Janks, H. (2000). Domination, access, diversity and design: A synthesis for critical literacy education. *Educational review*, 52(2), 175-186.
- Kalantzis, M. & Copc, B. (Eds.) (1996). *The powers of literacy*. London: Taylor & Francis.
- Kellner, D. & Share, J. (2005). Toward critical media literacy: Core concepts, debates, organisation and policy. *Discourse*, 3, 369-386
- Lankshear, C. & McLaren, P. (Eds.) (1993). *Critical literacy*. Albany: State University of

New York Press.

- Luke, A. (2018). Critical literacy in Australia: A matter of context and standpoint. In *Critical Literacy, Schooling, and Social Justice* (pp. 168-188). Routledge.
- Vasquez, V. (2003). *Getting Beyond "I Like the Book": Creating Space for Critical Literacy in K-6 Classrooms*. Kids In Sight, K-12. International Reading Association: Newark, DE.
- Vasquez, V. (2014). Using the everyday to engage in critical literacy with young children. *Critical Literacies and Young Learners: Connecting Classroom Practice to the Common Core*, pp. 128-144. Routledge.

Suggested Readings

- Akbari, R. (2008). Transforming lives: Introducing critical pedagogy into ELT classrooms. *ELT journal*, 62(3), 276-283.
- Freire, P. (1970). *Pedagogy of the oppressed*. Trans. M.B. Ramos. New York: Continuum.
- Freire, P. & Macedo, D. (1987). *Literacy: Reading the word and the world*. South Hadley, MA: Bergin-&Garvey.
- Kukendall, A.J. (2010). *Paulo Freire and the cold war politics of literacy*. Chapel Hill: University of North Carolina Press.
- Luke, A. (1988). *Literacy, textbooks and ideology*. London: Falmer Press.
- Perry, K. H., & Purcell-Gates, V. (2005). Resistance and appropriation: Literacy practices as agency within hegemonic contexts. In *Yearbook-National Reading Conference* (Vol. 54, p. 272).
- Sadgopal, A. (1998) "The negation of childhood." *India International Centre Quarterly*, 25, p.159-174.

Assessment (weights, modes, scheduling)

Reading summary and reflections	40 %
Class participation	10%
Term paper	50%

8. Pedagogy:

- a. Instructional strategies: discussion and lecture
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): no
- c. Expertise in AUD faculty or outside: AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Students may be taken for field visits.

Signature of Course Coordinator(s)

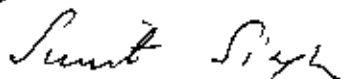
Note:

10. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

11. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
12. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Research Studies Committee of the School:

Suggestions:



Signature of the Dean of the School

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Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD
Course title	Multilingual Education: Practices, Challenges and Possibilities
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-Doctoral
Proposed date of launch	Monsoon semester 2019
Course coordinator and team	Shivani Nag (C)

- Does the course connect to, build on or overlap with any other courses offered in AUD? The course is connected to courses in MA Education and MA Education (ECCE), such as, 'Understanding children and childhood', 'Language development and early literacy' and 'Learning and development in the early years. An elective titled 'Multilingual Education in Indian context' is also offered at the MA level that introduces students to the theoretical underpinnings of significance of language and culture in education, the concerns that led to demands of Multilingual Education (MLE) and examining some of MLE models in practice in India. The present course is an advance level course that is founded on acknowledgement of significance of multilingual pedagogy in a linguistically diverse global scenario and focuses on critically examining the existing MLE models and practices and engaging with the emerging challenges and possibilities.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)-No
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
- How does the course link with the vision of AUD? Multilingualism forms an important context in which classrooms are located world over. The linguistic and cultural diversity offers both challenges as well as possibilities for pedagogic practices. In mainstream pedagogic discourse, linguistic diversity in classrooms has largely been identified as pedagogic challenge that may be best addressed by a sensitive assimilation of students speaking non-dominant languages into the dominant languages. Such an approach makes it difficult to use students' rich everyday experience and cultural tools as pedagogic resources. Further it threatens to reduce some children to blank slates and render their context invisible. The vision of AUD has been to 'combine equity and social justice with excellence'. An acknowledgement and inclusion of linguistic diversity in pedagogic processes is important for an education that aspires to combine equity and social justice.
- How does the course link with the specific programme(s) where it is being offered? The SES PhD programme aspires to encourage professionals who would be sensitive to multiplicity of locations

and plurality of perspectives as they engage with education. Linguistic diversity and the language barriers faced by children speaking 'minority' or 'non dominant' languages constitute a crucial aspect of this multiplicity. As shared above, while this diversity offers itself as a rich pedagogical resource, its non-acknowledgement or rendering it invisible poses severe challenges to issues of access and democratization of knowledge. This concern is relevant to both the SES vision and also to the key educational concerns that the PhD programme of SES aims to engage with.

7. Course Details:

a. **Summary:** Multilingualism in a classroom or in a given geographical location can be characterized not only in terms of the different linguistic groups who co-exist but also in terms of the number of languages understood and spoken by a single individual. Yet surprisingly, it is 'multilingualism' and not 'monolingualism' which, both as an educational aim as well as an approach, has required determined persuasion and a sustained movement. The current course is aimed to encourage students PhD students to engage with different contexts of multilingualism and Multilingual Education pedagogies, understand the theoretical and ideological underpinnings of the MLE models and practices, and appreciate the possibilities of MLE as a transformative pedagogy. The course will largely draw from socio-cultural theories of learning and critical pedagogy perspective to engage with MLE models and practices.

b. Objectives:

1. To understand the different contexts and forms of multilingualism and MLE models.
2. To examine the theoretical and ideological assumptions underlying the differing MLE models and engage with challenges and possibilities enabled by them.
3. To engage with multilingualism as a pedagogic resource in a classroom and MLE as a transformative pedagogy.

c. Expected learning outcomes:

1. To identify how the context of multilingualism shapes the nature and aims of MLE models conceptualized.
2. To understand the multiplicity in MLE models and how this multiplicity is located in different assumptions around relationships between mind and language and language and power.
3. To distinguish between the assimilative and transformative potentials of MLE practices and conceptualize/develop MLE practices exploring transformative potentials of multilingualism.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

I. Unit I: Contexts of Multilingualism and MLE.

This unit aims to familiarise students with concepts of 'multilingualism' and 'multilingual education'. In this unit, the students will be encouraged to engage with multilingualism in classroom situations and appreciate that linguistic diversities in classrooms are more a norm than exceptions. The unit will focus on multilingualism in Indian context as a useful example to understand the complexities and potentials of multilingualism. The need for a multilingual education framework and its models will also be examined.

Readings:

Pattanayak, D. P. (Ed). (2007). *Multilingualism in India*. New Delhi: Orient Longman

Chapter I- A demographic appraisal of multilingualism in India (by B.P. Mahapatra) pp. 1-14

- Chapter 4- Multilingualism and school education in India: Special features, problems and prospects (by A.K. Srivastava) pp.37-53.
- Sachedva, Rajesh (2009). Linguistic Diversity and MLE in India. *Swara. MLE Newsletter*, Vol 1 (1), pp. 10.
- Skutnabb-Kangas, T. (1999). Linguistic diversity, human rights and the free market. In K. Miklos, R. Phillipson, T. Skutnabb-Kangas, & T. Varady, *Language: A Right and a Resource- Approaching linguistic human rights* (pp. 187-222). Budapest: Central European University.
- Cole, M., & Scribner, S. (1978). Introduction. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, *Lev Vygotsky- Mind and Society* (pp. 1-14). Cambridge: Harvard University Press.
- Vygotsky, L. (1978). Mind and Society: The development of higher mental processes. In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman. Cambridge: Harvard University Press.
- Wells, Gordon (1999). Discourse and knowing in the classroom. *Dialogic Inquiry. Towards a sociocultural practice and theory of Education* Cambridge: Cambridge University Press, pp. 98-134.
- Cummins, J. (2000b).-Putting language proficiency in its place: Responding to critiques of the conversational/academic language distinction. In J. Cenoz, & U. Jessner, *English in Europe: The acquisition of a third language*. Clevedon: Multilingual Matters.
- Mohanty, A. K.; Panda, M.; & Skutnabb-Kangas, T. (2009). *Why Mother Tongue Based MLE?* New Delhi: National Multilingual Education Resource Consortium. pp.1-2.
- ToveSkutnabb-Kangas, R. Phillipson, M. Panda and A.K. Mohanty (2009). MLE concepts, goals, needs and expense: English for all or achieving justice. In A.K. Mohanty, M. Panda, R. Phillipson, R. T. Skutnabb-Kangas (Eds). *Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan, pp. 313-334.

Suggested Readings

- Luria, A. R. (1978). *Cognitive Development. Its cultural and social foundations*. Cambridge: Harvard University Press.
- Panda, M. (2007). Saora culture, as-if discourse and mathematics learning. In G. Zheng, K. Leung, & J. Adair, *Perspectives and Progress in Contemporary Cross-Cultural Psychology* (pp. 359-369). Beijing : China Light Industry Press.
- Skutnabb-Kangas, T. (1988). Multilingualism and the education of the minority children. In T. Skutnabb-Kangas, & J. Cummins, *Minority Education: From shame to struggle* (pp. 9-44). Clevedon: Multilingual Matters.
- Baker, C. (2006). *Foundations of Bilingual Education and Bilingualism*. Clevedon: Multilingual Matters.
- Mohanty, A. K.; Panda, M.; Phillipson, R.: & Skutnabb Kangas, T. (2009). *Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan
Part I- Introduction (by A. K. Mohanty) pp. 3-20.
Chapter 3- MLE for global justice: Issues, approaches, opportunities (by ToveSkutnabb-Kangas), pp. 36-59.
Chapter 5- The tension between linguistic diversity and dominant English (Robert Phillipson), pp. 79-94.
- Mohanty, A. K. (2010). Languages inequality and marginalization: Implications of the double divide in Indian multilingualism. *International Journal of the Sociology of Language*, 2010 (205), 131-154.

II. Unit II: MLE Models and their Theoretical and Ideological underpinnings

This unit will attempt to familiarise students with MLE models in practice and encourage them to critically examine the MLE models in view of their assumptions regarding mind-language relationship and also the relationship between language and power. The MLE models that students are encouraged to engage with will focus MLE practices in India but will also include case studies from countries like Nepal, South Africa, Tanzania and others.

Readings

- Mohanty, A. K.; Panda, M.; Phillipson, R.; & Skutnabb-Kangas, T. (2009). *Multilingual Education for Social Justice*. New Delhi: Orient BlackSwan
- Chapter 9- The Nepal multilingual education program: Year one of planning and implementation.
- Chapter 13- The ethnic revival, language and education of the Sami, an indigenous people, in three Nordic Countries (Finland, Norway and Sweden). (Aikiö-Puoskari). pp. 238-262
- Chapter 17- Overcoming the language barrier for tribal children: MLE in Andhrā Prādēsh and Orissa, India (by A.K. Mohanty, M.K. Mishra, N.U. Reddy & G. Ramesh), pp. 278-294
- Chapter 18- Language matters, so does culture: beyond the rhetoric of culture in multilingual education (M. Panda; & A.K. Mohanty), pp. 295-312.
- Coleman, Hywel (Ed) (2017). *Multilingualisms and Development: Selected proceedings of the 11th language & development conference*. London: British Council.
- Chapter 3: Empowerment of the Pashai of Afghanistan through language development and multilingual education (Meghan Davies), pp. 51-61
- Chapter 11- Unleashing the potential in multilingual classrooms: The case of Bastar in Chhatitigarh State, India (S.V. John). pp. 181-189.
- Chapter 8- Theoretical assumptions regarding the mind-culture-language relationship underlying models of multilingual education in India and their impact on resulting practices (by Shivani Nag), pp. 133-150.
- Panda, M. (2012). 'Bridging' and 'Exit' as metaphors of multilingual education: A constructionist analysis. *Psychological Studies*, 57 (2). 240-250.
- Rege, Sharmila (2016). Education as Trutiya Ratna: Towards Phule-Ambedkarite Feminist Pedagogic Practice. In Uma Chakravarti (Ed) *Thinking Gender, Doing Gender*. New Delhi: Orient Blackswan, pg. 3-31.
- Suggested Readings:**
- Agnihotri, R. (2009). Multilinguality and a new world order. In A. K. Mohanty, M. Panda, R. Phillipson. & T. Skutnabb-Kangas, *Multilingual Education for Social Justice: Globalising the local* (pp. 268-277). New Delhi: Orient Blackswan.
- Panda, M. (2009). Editorial. *Svara* 1 (6-7), 1.
- Garcia, Ofelia (2010). Misconstructions of multilingualism in education: Global Perspectives. *Svara, MLE Newsletter*, Vol. 1 (3), pp. 2-5.
- Nag, Shivani (2018). Transformative potentials of multilingual education models in Odisha, India. *European Journal of Education Studies*, Vol. 4 (4), 320-339.
- Manjali, F., & Crepon, M. (2018). Philosophy, Language and the Political: Post structuralism in perspective. New Delhi: Aakar.

III. Unit III: MLE as transformative pedagogy

This unit aims to enable students explore possibilities of engaging with multilingualism as a pedagogic resource in a transformative pedagogy. The unit will attempt to encourage the students to imagine MLE beyond its assimilating aims of bridging and transition and in process also engage with idea of MLE as

key to critical pedagogy and for enabling democratic classrooms. The transaction of this unit will require students to engage with field (Classrooms as a possible site), videos, literature, etc., as they engage with possibilities enabled by multilingual classrooms.

Readings:

Agnihotri, R. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegruhn, & P. Pluddemann, *Multilingual Education for South Africa*. Johannesburg: Hienemann. (pp. 3-7).

Agnihotri, R.; Gupta, A.S.; &Khanna, A.L. (Eds) (2017) *Trends in Language Teaching*. New Delhi: Orient BlackSwan

Chapter 3- Innovations in Research and Teaching in Multilingual Classrooms (By Mukul Saxena), pp. 31-45

Chapter 4- 'Speaking of food- apple... ice cream... posto... pesta... roti...' (by Rimli Bhattacharya), pp. 82-97

Benson, C. (2009). Designing effective schooling in multilingual contexts: going beyond bilingual-"models". In A. K. Mohanty, M. Pānda, R. Philipson, & Skutnabb-Kangas, *Multilingual Education for Social Justice: Globalising the local* (pp. 59-76). New Delhi: Orient Blackswan.

hooks, bell (2017). Language: Teaching new worlds/new words. *Teaching to Transgress: Education as the Practice of Freedom*. New York: Routledge, pp.167-177.

Brereton, Amy (2008). Sign language use and the appreciation of diversity in hearing classrooms, *Early Years*. Vol 28 (3), 311-324, DOI: 10.1080/09575140802393702

Suggested Readings

Dewey, John. (1916). *Democracy and Education: An Introduction to the Philosophy of Education*. New York: Macmillan.

Rogers, C. R. (1969). *Freedom to learn: A view of what education might become*.

Freire, P. (1970). *Pedagogy of the oppressed*. Trans. M.B. Ramos. New York: Continuum.

Freire, P. & Macedo, D. (1987). *Literacy: Reading the word and the world*. South Hadley, MA: Bergin &Garvey.

Assessment Plan (weight, mode, scheduling) for the course:

S. No.	Task	Individual or group	Mode and weightage
1.	Reflective Journal based on engagement with readings, field experiences, exploration of literary texts, folk stories/songs, & ethnographic accounts and reflection of own schooling experience.	Group	Presentation and write up. (25%)
2.	Review paper based on critical review of MI E practices.	Individual	Written (35%)
3.	Term paper based on unit III.	Individual	Written (40%)

8. Pedagogy:

- a. Instructional strategies: lectures and discussions
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No

- c. Expertise in AUD faculty or outside – AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): No

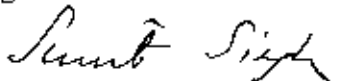
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD in Education
Course title	Quantitative Research Methods in Education
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	August 2019
Course coordinator and team	Nivedita Sarkar (C)

- Does the course connect to, build on or overlap with any other courses offered in AUD? This course builds on the two courses offered to the Masters students in at SES namely, "Introduction to Education Research" and "Quantitative research methods". However, given the interdisciplinary nature of student pool this course aims to be a stand-alone quantitative research method course for pre-doctoral students who plan to undertake empirical research in education.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): A general familiarity with basic quantitative tools at the Masters level
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long mode
- How does the course link with the vision of AUD?
This course is firmly tied with the vision of AUD, as vast number of educational research now increasingly relies on quantitative research designs and statistical methods, particularly for policy level research and enquiry. It is, therefore, imperative that students pursuing doctoral studies in education be trained in quantitative methods.
- How does the course link with the specific programme(s) where it is being offered?
This course is a primer for anyone willing to engage with empirical research in the field of education. It is compatible with the vision of AUD and that of the PhD (Education) programme as it encourages students to analyse various issues in education using the wealth of data available in the public domain.

7. Course Details:

a. Summary:

An interdisciplinary perspective calls for basic understanding of the process of knowledge generation through systematic research design. The course on Quantitative Research Methods is designed to help the students to engage with the process of doing empirical research by applying various quantitative tools and techniques with a focus on education as a discipline. Emphasis will be given on achieving an understanding of quantitative methods, nature and logic of statistical tests and associated statistical techniques and provide hands-on experience in computer applications for data analysis. This will also help the students to think critically about the suitable procedures for research design, collection and analysis of data, and the usefulness of statistics during their doctoral research.

b. Objectives:

1. Familiarize students with quantitative research methods and their application in diverse research settings.
2. Familiarize students with various statistical concepts and how to do the analyses with the help of those.
3. Enable students to comprehend and interpret statistical results presented in academic papers, reports and studies and skills for presentation of own research findings.
4. Familiarize students with data sets available in the country to pursue their own research.
5. Familiarize students with statistical software packages.

c. Expected learning outcomes:

- To understand various statistical concepts introduced in the course.
- To equip students with statistical tools to conduct empirical research in the area education.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): there are three units in the course as detailed below.

e. Course contents detailed in Module-wise Format with following details for each module:

Unit 1: Approaches to Educational Research (2 classes)

The course will begin with a brief discussion on the epistemological and ontological underpinnings of quantitative, qualitative and mixed methods, reasons as to why one should choose quantitative or qualitative approach and typical scenarios where the two approaches are combined, so as to give students a rounded understanding of research methods. This unit will also introduce the concepts of criterion of research design; Cross sectional and longitudinal research designs; Experimental/ quasi-experimental methods.

The unit concludes with introducing students to data sets that are available in India for education research. The topics will include:

- 1.1 Research Methods in the Social Sciences
- 1.2 Steps in Conducting Research: Sampling and its types
- 1.3 Quantifying social phenomenon: Data and Data Types, Classification and standardization and Scales of measurement
- 1.4 Graphical representation of data

- 1.5 Meaning and function of research design; criterion of research design; Cross sectional and longitudinal research designs; Experimental/ quasi- experimental methods.
- 1.6 Designing a survey questionnaire
- 1.7 Introduction to various education related data sets and handling data

Essential Readings:

- Creswell, J. W (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*. Second Edition. University of Nebraska (Chapter 1, pp.3- 26).
 Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4.(Chapter 2, pp. 22- 62; Chapter 3, pp. 63- 87).
 Cohen. L., L. Manion and K. Morrison.(2000). Fifth Edition. *Research Methods in Education*. Routledge Falmer (Chapter 12, pp. 211- 225)

Additional Readings:

- Baker. T. L. (1988). *Doing social research*. McGraw-Hill College.
 Best, John W., and James V. Kahn. (2016). *Research in education*. Pearson Education India, 2016
 Kumar, R. (2015). *Research Methodology*. Fourth Edition. Sage India
 Converse, J. and S. Presser. (1986). *Survey Questions: Handcrafting the Standardized Questionnaire*, Issue 63.
 ASER Centre. (2014). *Middle Schools in India: Access and Quality* | MacArthur Foundation Grant No. 11-99655-00-INP. (A.2: Baseline survey questionnaires)
 National Sample Survey (2014): Social Consumption: Education, Schedule 25.2

Unit 2: Revisiting Basic and Descriptive Statistics (4 classes)

The second unit will delve in discussing descriptive statistics viz. types of variables, frequency distribution, and graphical representation of data, measures of central tendency, measures of dispersion, it will also introduce the concept of normal probability distributions, which is the most important distribution in statistics and is the foundational base for inferential statistics, z- score problems, sampling distributions and the central limit theorem along with correlation analysis, parametric and non-parametric tests. Students will be introduced to both Excel and SPSS in this unit and these sessions will continue throughout the course. The topics will include:

- 2.1 Using descriptive Statistics to understand data characteristics: Measures of central tendency and variability
- 2.2 Normal probability distribution
- 2.3 Sampling Distribution: Basic Concepts and Types of error
- 2.4 Test of significance
- 2.5 Measures of Correlation; Simple Partial and Multiple
- 2.6 Hypothesis Testing – Large and Small Samples (z and t tests)
- 2.7 Parametric and non- parametric techniques (Chi Square, ANOVA)

Essential Readings:

- Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*, Wadsworth Cengage Learning, Student Copy ISBN-978-1-111-18636-4.(Chapter 4, pp. 88- 117; Chapter 5, pp. 118- 140; Chapter 7 to Chapter 11, pp. 157- 306).

Additional Readings:

Green, C. L., Walker, J. M., Hoover-Dempsey, K. V., & Sandler, H. M. (2007). Parents' motivations for involvement in children's education: An empirical test of a theoretical model of parental involvement. *Journal of Educational Psychology*, 99(3), 532.

Peterman, N. E., & Kennedy, J. (2003). Enterprise education: Influencing students' perceptions of entrepreneurship. *Entrepreneurship Theory and Practice*, 28(2), 129-144.

Danh Nguyen, N., Yoshinari, Y., & Shigeji, M. (2005). University education and employment in Japan: Students' perceptions on employment attributes and implications for university education. *Quality Assurance in Education*, 13(3), 202-218.

Unit 3: Regression Analysis (6 classes)

Bivariate linear regression model will be discussed in this unit. The discussion will be quite detailed since understanding of bivariate regression is essential to further understand multivariate regression and advanced statistical techniques. We will initiate the discussion with the use of straight line to describe a particular form of relationship between two continuous variables and scatter plots to check if the relationship is approximately linear, followed by the use of least squares method to estimate the best line to describe a relationship, variability of data about the straight line, Pearson's correlation to measure the strength of linear association between two variables and statistical tests for significance for a regression analysis. This unit will further discuss about the multiple regression analysis and conclude with some discussion about dummy variable regression model.

3.1 Two Variable Regression Analysis: some basic ideas

3.2 The method of Ordinary Least Squares

3.3 Properties of the OLS estimator: GAUSS MARKOV Theorem

3.4 Multiple regression analysis: The problem of estimation

3.5 Relaxing the assumption of Classical Regression Models (Multi-collinearity, Heteroscedasticity; Autocorrelation)

3.6 Dummy Variable Regression models

3.7 Using SPSS for statistical analysis

Essential Readings

Healey, J. Ninth Edition. *Statistics- A Tool for Social Research*. Wadsworth

Cengage Learning, Student Copy ISBN-978-1-111-18636-4. (Chapter 14 to Chapter 16, pp. 368-465)

Wooldridge, Jeffrey M. (2010). *Econometrics*. Cengage Learning. (pp. 22-436)

Cujarati, D. N. (2003). *Basic Econometrics*. Fourth edition, McGraw-Hill. New York. (pp. 1-505)

Additional Readings:

Das, N.G. (1997). *Statistical Methods*. Part I, M. das and Co. (Chapter 9, pp. 309-363)

Tilak J. B.G.(2002): Determinants of Household Expenditure on Education in Rural India.

Working Paper No. 88. New Delhi: National Council of Applied Economic Research.

Madheswaran, S., & Atewell, P. (2007). Caste discrimination in the Indian urban labour market: Evidence from the National Sample Survey. *Economic and Political Weekly*, 4146-4153.

Chakrabarti, A. (2009). Determinants of participation in higher education and choice of disciplines: Evidence from urban and rural Indian youth. *South Asia Economic Journal*, 10(2), 371-402.

Basant, R., & Sen, G. (2010). Who participates in higher education in India? Rethinking the role of affirmative action. *Economic and Political Weekly*, 62-70.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Assignment/Class test	30%
SPSS/STATA assessments	30%
End term exam	40%

8. Pedagogy:

- a. Instructional strategies: *Lectures and Computer Lab sessions*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify):
A classroom with a projector; A computer lab with SPSS and STATA software installed on the desktops
- c. Expertise in AUD faculty or outside
Internal
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
None

Signature of Course Coordinator(s)

Note:

- a. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- b. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- c. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:


Signature of the Dean of the School

Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	PhD in Education
Course title	Qualitative Case Study Methods
Course code	
Total Credits	2 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Pre-doctoral
Proposed date of launch	
Course coordinator and team	Monimalika Day (C)

1. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes the course has vertical linkage with Research Methods I and Research Methods II offered by SES as Pre-doctoral courses. Research Methods I introduces the case study method. This is an advanced course which gives students the opportunity to develop the expertise to conduct and critique case studies.
2. Specific requirements on the part of students who can be admitted to this course:
 - a. (Pre-requisites; prior knowledge level; any others – please specify): Students should complete Research Methods 1 offered by SES prior to enrolling for this course. This course has vertical linkage with Research Methods I and II offered by SES at the pre-doctoral level.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): This elective will be offered in Semester 2. This is a semester-long course, classes will be held for 2 hours per week for the entire duration of the semester.
5. How does the course link with the vision of AUD? The course links with AUD's vision of quality with excellence for all students by contributing to creating a strong research programme.
6. How does the course link with the specific programme(s) where it is being offered?
This course will allow research scholars to deepen their understanding of the case study method and equip them to use this method in their dissertation or other studies.
7. **Course Details:**
 - a. Summary:
This is an advanced course in qualitative case study design and its application in the field of education. It focuses on the epistemological question on what can be learned from a single case. How do you define the boundaries of a case? The course attempts to familiarize students with the different types of case studies: based on the purpose of the investigation. Students will have the opportunity to learn and critique research design of various case studies while exploring

questions related to selection, interactivity, data collection and triangulation. They will also be required to design and conduct a methodologically sound case study on a topic of their choice.

b. Objectives:

- Become familiar with the rationale, theory, and uses of case study research that draws descriptive or causal inference
- Identify different perspectives on and conceptualizations of case study research
- Understand the advantages, challenges, and limitations of case study research
- Critically analyse case study design based on quality criteria
- Examine ethical and political issues involved in doing social science research

c. Expected learning outcomes:

- Understand the assumptions embodied in the major approaches to qualitative case study research, and the implications of these for conducting and evaluating qualitative case studies. Students will situate their studies in an appropriate problem related to their field of study.
- Understand the characteristics of qualitative case study research and the key ways in which this approach differs from other research strategies. Students will identify designs for various forms of qualitative case study research, as well as appropriate methods of data collection and analysis, depending on purpose and design of a qualitative case study research project.
- Design and conduct a qualitative case study. Students will apply their personal philosophies of qualitative research to the development a case study project.
- Communicate (both verbally and in writing) the design and process, and critique the process of the study. Students will identify appropriate avenues for dissemination of their research. Also, students will.
- Critique case study reports, their own and their peers' research projects, and suggest areas for improvement.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

Module I: Perspectives in Case Studies (6 classes)

This module focuses on the epistemological question on what can be learned from a single case. It explores the theoretical perspectives related to this process of inquiry and introduces students to the complexities related to selecting and defining the boundaries of a case. It introduces the different types of case studies and its relationship to the research question.

- Purpose of case study research
- Principles of case study research
- Philosophy and design of qualitative case study
- Types of case studies
- Approaches to case selection

Required Readings:

Bennett, A., & Elman, C. (2006). Qualitative research: Recent developments in case study methods. *Annual Review of Political Science*, 9, 455-476.

Bent Flyvbjerg, "Five Misunderstandings About Case-Study Research," *Qualitative Inquiry*, vol. 12, no. 2, April 2006, pp. 219-245.

Drake, C. (2006). Turning points: Using teachers' mathematics life stories to understand the

- implementation of mathematics education reform. *Journal of Mathematics Teacher Education*, 9(6), 579-608.
- Lam, W. S. E. (2000). L2 Literacy and the Design of the Self: A Case Study of a Teenager Writing on the Internet. *TESOL Quarterly*, 34(3), 457-482.
- Mills, J., Harrison, H., Franklin, R., & Birks, M. (2017). Case study research: foundations and methodological orientations. In *Forum Qualitative Sozialforschung/Forum: Qualitative Social Research* (Vol. 18, No. 1, p. 17). DEU.
- Prochner, L., Cleghorn, A., & Green, N. (2008). Space considerations: materials in the learning environment in three majority world preschool settings. *International Journal Of Early Years Education*. 16(3), 189-201. doi:10.1080/09669760802343857
- Seawright, J. & Gerring, J. (2008). Case-selection techniques in case study research: A menu of qualitative and quantitative options. *Political Research Quarterly*, 61(2), 294-308. <http://prq.sagepub.com.ezp-prod1.hul.harvard.edu/content/61/2/294.full.pdf+html>
- Small, M.L. (2009). How many cases do I need? On science and the logic of case selection in field-based research. *Ethnography*, 10(1), 5-38. <http://eth.sagepub.com.ezpprod1.hul.harvard.edu/content/10/1/5.full.pdf+html>
- Stake, R.E. (1988). Case study methods in educational research: Seeking sweet water. In R.M Jaeger (Ed.), *Complementary methods for research in education* (pp253-278). Washington DC: American Educational Research Association.
- White, H.C. (1992). Cases are for identity, for explanation or for control. In C.C Ragin & H.S Becker (Eds.), *What is a case? Exploring the foundations of social inquiry* (pp.83-104). Cambridge,UK: Cambridge University Press
- Yazan, B. (2015). Three approaches to case study methods in education: Yin, Merriam, and Stake. *The Qualitative Report*, 20(2), 134-152.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.
- Chapter 1: How to know whether or when to use a case study
- Chapter 2: Designing case studies: Identifying your cases

Additional Readings:

- Bruner, J.S. (1994). The remembered self. In U. Neisser, & R. Fivush (Eds.), *The remembering self: Construction and accuracy in the self-narrative* (pp. 41-54). Cambridge, UK: Cambridge University Press.

Module II: Design of Case Studies (6 weeks)

Case studies are often used in the field of education for different purposes. This module allows students to become familiar with the process of planning and conducting case studies, including making decisions regarding the nature of evidence to be collected, analyzing the data and developing a research report.

- Posing a research question
- Collecting evidence for a case study(interviews, observations, documents)
- Analysis: Thematic Techniques, Theorizing techniques
- Writing up a case study

Required Readings:

- Ghaffar-Kucher, A. (2014). Writing Culture; Inscribing Lives: A Reflective Treatise on the Burden of Representation in Native Research. *International Journal of Qualitative Studies in Education*, 1-17. <http://dx.doi.org/10.1080/09518398.2014.974720>
- Khaparde.M.S., Srivastava, A.K., Meganathan,R. (2004). *Educational Policy for Practice and Research*,

243-265.

- McCormick, S. (1994). A nonreader becomes a reader: A case study of literacy acquisition by a severely disabled reader. *Reading Research Quarterly*, 29(2), 156-176
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, CA: Sage.
- Chapter 3: Preparing to collect case study evidence
Chapter 4: Collecting case study evidence
Chapter 5: Analysing case study evidence
Chapter 6: Reporting case study evidence.

Additional Readings.

- Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed.). Thousand Oaks, CA: Sage.
- Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.
- Stake, R. E. (2006). *Multiple case study analysis*. New York: Guilford Press

Module III: Case Studies of Children and Education (Will be integrated with module I and II)

Students will be required to read and critique one book on a case study to begin to appreciate the depth of information in a qualitative case study and begin to engage with the methodological and ethical dilemmas of engaging in such research.

Read any one of the following books/reports.

- Dreze, J. and Saran, M. (1993). "Primary Education and Economic Development in China and India: Overview and Two Case Studies." Discussion Paper, Development Economics Research Programme. London School of Economics.
- Fadiman, Anne. (1998) *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Noonday Press
- Kingdon, Geeta Gandhi (1998), "Education of Females in India: Determinants and Economic Consequences: A Case Study of Urban Uttar Pradesh", Mimeo, Mc Namara Fellowships, Economic Development Institute of the World Bank, Washington DC.
- Kozol, J. Kozol, Jonathan. *Savage Inequalities: Children in America's Schools*. New York: Crown Pub, 1991. Print.
- Govinda, R. & Varghese, N.V. (1993): *Quality of Primary Schooling in India: A Case Study of Madhya Pradesh, India*. Paris: UNESCO International Institute for Educational Planning.
- Sachchidananda (1989), "Disparities in Elementary Education", A Case Study of Bihar, Independent Study Patna: A.N. Sinha Institute of Social Science.
- Tobin, J. (1989). *Preschool in three cultures*. New Haven, CT: Yale University Press

(ii) Assessment Plan (weight, mode, scheduling) for the course:

Students will be required to complete four major assignments for this class.

a. Reading Response (15%+15%)

Students will be required to submit a short 3-4 page write up reflecting on two of the assigned readings, addressing the following: 1) three key ideas that emerged as most salient/significant to them from the reading; 2) two ideas/topics from the readings that they would like to explore or discuss further; and 3) one issue/concept that is emerging as a "problem of practice" or challenge in their understanding or application of case study research methods.

b. Critique of a Case Study (30%)

This assignment work students to select a case study research work (or works) for critical analysis. The case study work may be a book, 3 – 5 articles, a dissertation, or technical report on a topic of interest.

The case study work(s) analyzed should relate to the topic or phenomenon proposed for the case study research. Students are required to write a paper critiquing the study. They will also be sharing their learning with their peers in class.

c. Short Case Study Research (40%)

Students will conduct a short case study on a topic of their choice, this will be an opportunity to decide whether they should use this method for their dissertation. They will be expected to submit a paper and conduct a presentation. This paper should identify the phenomenon of study and the boundaries of the case; describe and provide a rationale for the design of the study; report the findings; and discuss the findings in context of related literature(s). Students should submit examples/excerpts of coded field notes, coded interview transcripts, document reviews, etc. to demonstrate their movement from data to inferences/claims. The paper should show evidence of disciplined, well-thought out inquiry.

9. Pedagogy:

a. Instructional strategies:

This class is envisioned to be a space for collaborative discussion and learning. Students are expected to engage seriously with the readings, present their ideas, questions, alternative view points in a sensitive and respectful way.

All students will be expected to maintain a journal to write down their thoughts and ideas related to the readings and discussions. Personal memos regarding the methodology of their case study research or the dissertation may also be included.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

c. Expertise in AUD faculty or outside: AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): none

Signature of Course Coordinator(s)

Note:

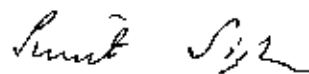
a. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

b. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

c. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

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AMBEDKAR UNIVERSITY DELHI

Minutes of the 41th Meeting of the Standing Committee of Research (SCR) held on 25th September 2018 and 23rd October 2018, Kashmere Gate Campus, AUD

The 41th Meeting of the Standing Committee Research (SCR) of AUD was held on 25th September 2018 and 23rd October 2018, AUD. The following were present:

Dr. Anshu Gupta	Member
Dr. Kanwal Anil	Member
Prof. Dharendra D. Dangwal	Convenor/ In the Chair (on 23.10.18)
Prof. Denys P Leighton	Member
Prof. Geetha Venkataraman	Member
Prof. Gopal Ji Pradhan	Member
Dr. Pallavi Banerjee	Member (on behalf of Mr. Ashish Roy)
Prof. Praveen Singh	Member
Prof. Krishana Menon	Member
Prof. Kartik Dave	Member
Dr. Mamatha Karollil	Member
Dr. Rajan Krishnan	Member
Prof. Rachana Johri	Member
Prof. Radha Chakravarty	Member
Dr. Rukmini Sen	Member
Dr. Rachna Chaudhary	Member
Dr. Suresh Babu	Member
Prof. Salil Misra	In the Chair (on 25.09.18)
Prof. Sanjay Kumar Sharma	Member
Prof. Suchitra Balasubrahmanyam	Member
Dr. Sunita Singh	Member
Prof. Sitansu Sekhar Jena	Member
Dr. Shad Naved	Member
Prof. Tanuja Kothiyal	Member
Dr. Taposik Banerjee	Member
Dr. Monimalika Day	Member

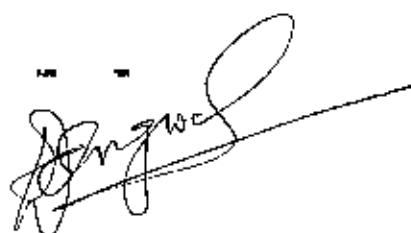
Prof. Salil Misra started the meeting on 23.10.18 but since he had to leave, he requested Prof. Dharendra D. Dangwal to Chair the rest of the meeting.

Special Invitees:

Dr. Manish Jain, Dr. Gunjan Sharma, Dr. Shivani Nag, Dr. Anandini Dar, Dr. Nivedita Sankar, Dr. Rajeshree Chanchal, Dr. Arinban Sengupta, Dr. Prabhat Rai

Regrets:

Prof. Asmita Kabra, Dr. Balchand Prajapati, Prof. Sumangala Damodaran and Dr. Kanwal Anil could not attend the Meeting on 25.09.2018.



Dr. Anshu Gupta, Prof. Geetha Venkataraman, Prof. Gopal Ji Pradhan, Prof. Kartik Dave, Dr. Mamatha Karolli, Prof. Radha Chakravarty, Dr. Rachna Chaudhary, Prof. Suchitra Balasubrahmanyam, Prof. Sitansu Sekhar Jena, Dr. Shad Naved and Dr. Taposik Banerjee could not attend the Meeting on 23.10.2018.

Prof. Babu P Remesh, Dr. Imran Amin, Dr. Diamond Oberoi Vahali and Prof. Bodh Prakash could not attend the Meetings on both the days.

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.

The following items were discussed:

1. Confirmation of the minutes of the 40th meeting of the SCR held on 28.08.2018.

Minutes of the 40th Meeting of SCR held on August 28, 2018 were confirmed.

2. Recommendation of award of MPhil/PhD degree to the students who have completed their respective programme requirements (List enclosed).

The SCR recommended the award of MPhil/PhD degree to the 20 students who have completed their programme requirements. These degrees will be awarded at the upcoming convocation after the approval by the Academic Council. (List of students is enclosed)

3. To discuss the Gazette Notification Issued by the University Grants Commission on 31 July 2018 regarding promotion of Academic Integrity and prevention of plagiarism in higher educational institutions

The SCR took note of the Gazette Notification Issued by the University Grants Commission on 31 July 2018 regarding promotion of Academic Integrity and prevention of plagiarism in higher educational institutions. The SCR formed a committee to study the notification and suggest suitable changes in the AUD's Research Studies Regulations to comply with the UGC regulations. The committee will consist of Prof. Krishna Menon, Dr. Rajan Krishnan, Dr. Rukmini Sen and Prof. Suchitra Balasubrahmanyam.

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) regarding formation of Research Advisory Committee (RAC) of the Students of PhD Hindi who have moved from SLS to SOL recently



The SCR was informed that RACs for the following Students of PhD Hindi who have moved from SLS to SOL recently have been constituted. The names of RAC members are as follows:

Sl No	Programme Name	Student Name	Names of RAC members
1	PhD Hindi	Ragini Sankrit S135DHI01, 2013 batch	Supervisor: Prof. Gopalji Pradhan; Dr. Amit Singh SUS (Member), Dr. Diamond Oberoi Vahali, SOL (Member)
2		Mahendra Prajapati, S145DHI02, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Vebhuti Duggal, SCCE (Member)
3		Anant Vijay Paliwal, S145DHI03, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Prof. Bodh Prakash, SOL (Member)
4		Nikita Jain, S145DHI04, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Mrityunjay Tripathi, SUS (Member)
5		Anita, S145DHI05, 2014 batch	Supervisor : Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Dr. Awadhesh Tripathi, SUS (Member)
6		Sunita, S145DHI06, 2014 batch	Supervisor: Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Prof. Dharendra Datt Dangwal, SLS (Member)
7		Aakansha Bhatt, S165DHI02, 2016 batch	Supervisor : Prof. Gopalji Pradhan, Prof. Satyaketu Sankrit (Member), Dr. Mrityunjay Tripathi, SUS (Member)
8		Nirmal Rani, S165DHI03, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Dr. Vaibhav, SUS (member)
9		Sapna S165DHI04, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Prof. Sanjay Sharma, SLS (Member)

5. To discuss the recommendations of the SLS's RSC for the extension of the MPhil students

- (i) The SCR discussed the applications of four M Phil. students of SLS of 2015 batch for extension of six months to submit their dissertations. Dr. Rukmini Sen, Convenor of SLS RSC, explained that these four students have already submitted some of the chapters of their dissertations to their supervisors. Supervisors of these students strongly recommended extension of six months to allow them to submit their dissertations. The SCR accepted the

recommendations of the RSC of SLS for the extension (under clause 16(x) of Research Study Regulations) for the following MPhil students and granted 6 months extension to submit their dissertation from the dates given below:

- a. Chandrika Das (Enrolment no. - S154DHS01) MPhil History 2015 batch from 23.08.2018.
- b. Shrobona Banerjee (Enrolment no.S154DHS05) MPhil History 2015 batch from 23.08.2018.
- c. Monalisha Chowdhury (Enrolment no. S154DHS02) MPhil History 2015 batch from 23.08.2018.
- d. Preeti (Enrolment no.S154DHS03) MPhil Hindi 2015 batch from 24.08.2018.

(ii) Dr. Rukmini Sen presented the recommendation of the RSC of SLS for granting extension of one semester to Ms Rashmi Bala (Enrolment no. - S164DHS05) MPhil History 2016 batch student to complete her course work. Ms Rashmi Bala was given several chances to complete the remaining one course but she could not pass it. She gave application requesting for extension claiming that she could not pass the course for two reasons: one, that her supervisor was changed on her request and she took time to adjust to work under the new supervisor for this course; second, she had to look after her mother who was ill for the last six months. Keeping in view her social background the RSC of SLS formed a committee consisting of Dr. Rukmini Sen, Dr. Aniban Biswas and Dr. Pallavi Chakravarty to examine her request. The committee met Ms Rashmi Bala and after looking into the supporting documents she provided recommended that she may be granted one semester extension to complete the remaining one course. The RSC of SLS accepted this report of the committee and recommended to the SCR to grant her extension of one semester to complete the course. The SCR accepted the recommendation of the RSC of SLS and granted her extension of one semester (Monsoon semester 2018) to complete the course work.

6/ To discuss the draft document of the proposed PhD Programme in Education, proposed by the School of Education.

Dr. Monimalika Day, along with the faculty members of the SES, presented the document of the proposed Ph. D. programmes in Education to the SCR. SCR was informed that the document has been prepared after several consultative meetings with experts and was discussed in several meetings of RSC of SES. The document was placed before the SCR on the recommendation of the RSC of SES.

The document was discussed and various suggestions were made. The SCR in principle approved the document on the condition that these suggestions will be incorporated in the document. The SCR will forward the revised document to the Academic Council for its consideration and approval.



7. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

- a) Report on completion of admission process in the following programmes:
- MPhil and PhD Women Gender Studies
 - MPhil Development Practice

Programme Coordinators of the above programmes presented the reports on completion of admission process in their respective programmes for MS 2018. The SCR accepted the reports and endorsed the lists of admitted students. As per the reports the following is the status of admissions in 2018:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil WGS	5 (including 1 PWD)	2	NA	3	No unfilled seat
PhD WGS	5	2	1	2	1 applicant (Tajinder Kaur) left the programme after the orientation) 01 unfilled seat
MPhil Development Practice	10	3	2	4	01 01 unfilled seat

- b) To note the Research Advisory Committee (RAC) of the students of MPhil Women and Gender Studies (2017 batch) (Annexure-1)

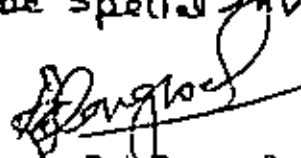
The SCR was informed that RACs for the following Students of MPhil Women and Gender Studies (2017 batch) have been constituted. The names of RAC members are as follows:

Sl No.	Programme Name	Student Name	Names of RAC members
1	MPhil Women and Gender Studies	Aakanksha Dcruz (S174CWG01)	Krishna Menon (Supervisor), Meenakshi Gopinath (Member), Rachna Chaudhary (Member)
2		Avni Agarwal (S174CWG02)	Rachna Chaudhary (Supervisor), Shilpa Khatri Babbar (Member), Divya Chopra (Member)
3		Bhanu Priya Gupta (S174CWG03)	Rachana Johri (Supervisor), Renu Addlakha (Member), Rukmini Sen (Member)
4		Chitra Anand (S174CWG04)	Mary John (Supervisor), Shivani Kapoor (Member) Vandana (Member)

5	Isha Yadav (S174CWG05)	Bindu K C (Supervisor), Vebhuti Duggal (Member), Bindu Menon (Member)
6	Kanika Tyagi (S174CWG06)	N. Neetha (Supervisor), Deepita Chakrarty (Member), Rukmini Sen (Member)
7	Ridhi Anupriya Tirkey (S174CWG07)	Rachna Chaudhary (Supervisor), N. Neetha (Member), Deepita Chakrarty (Member)
8	Shambhavi Sharma (S174CWG08)	Rukmini Sen (Supervisor), Mrinal Satish (Member), Niharika Banerjee (Member)
9	Shrutika Lakshmi (S174CWG09)	Krishna Menon (Supervisor), Sumangala Damodaran (Member), Rachana Johni (Member)

B. Any other matter(s) with the permission of the Chairperson.

- a) Dr. Suresh Babu, Convenor RSC of SHE presented the recommendation of the RSC of SHE for extension to Mr. M Ojit Kumar Singh (S135BEDO2), a PhD scholar of Human Ecology to submit his thesis. The supervisor of the student has strongly recommended extension of six month for submission of thesis. The SCR accepted the recommendation of the RSC and granted six month extension to Mr. M Ojit Kumar from 30 August 2018 to 28 February 2019 to complete his dissertation.
- b) The SCR accepted the recommendation of the RSC of the SHE for De-enrolment of Ms. Rachna Atri Saksena (S155BED02), Ph. D. Scholar in Human Ecology (SHE) from the programme as she is no longer an active student in the programme. The SCR will forward it to the Academic Council for approval.
- c) The SHE sought opinion of the SCR on what kind of supervisory arrangements are to be made when a faculty member moves to another school. It was discussed in detail and there were views that many schools already have supervisors from another school without co-supervisory arrangements. Hence, it was suggested that if a faculty member is supervising students in one school and moves to another school of the university he or she should continue to supervise his or her supervisee/s for the remaining period of the normal registration. Such supervisors can be special invitees of the School RSC.


(Dhirendra Datt Dangwal)
Convenor


(Sallil Misra)
Chairperson

Minutes of the 42nd Meeting of the Standing Committee of Research (SCR) held on 15th January 2019, Kashmere Gate Campus, AUD

The 42nd Meeting of the Standing Committee Research (SCR) of AUD was held on 15th January 2019, AUD. The following were present:

Dr. Ashish Roy	Member
Dr. Kanwal Anil	Member
Dr. Balchand Prajapati	Member
Dr. Bindu K.C	Member
Prof. Dharendra D. Dangwal	Member
Prof. Denys P Leighton	Member
Dr. Diamond Oberoi Vahali/ Prof. Bodh Prakash	Member
Dr. Deepita Chakraborty	Member
Mr. Deepan Sivaraman	Member
Prof. Gopal Ji Pradhan	Member
Prof. Krishna Menon	Member
Prof. Praveen Singh	Member
Prof. Radha Chakravarty	Member
Dr. Rachna Chaudhary	Convenor
Dr. Suresh Babu	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sumangala Damodaran	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member

Special Invitees:

Dr. Anita Cherian

Regrets:

Prof. Asmita Kabra, Prof. Honey Oberoi Vahali, Dr. Hemlata Oinam, Dr. Imran Amin, Prof. Kartik Dave, Dr. Mamatha Karollil, Prof. Rachana Johri, Dr. Rukmini Sen, Prof. Suchitra Balasubrahmanyam, Prof. Sitansu Sekhar Jena, Prof. Tanuja Kothiyal and Dr. Taposik Banerjee could not attend the Meeting.

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.

The following items were discussed:

1. Confirmation of the minutes of the 41th meeting of the SCR held on 25.09.2018.

The SCR confirmed the minutes of the 41th Meeting of SCR held on 25.09.2018 as circulated.

2. Recommendation of award of MPhil/PhD degree to the students who have completed their respective programme requirements.

The SCR recommended the award of MPhil degree to the following students who have completed their programme requirements. These degrees will be awarded at the upcoming convocation after approval by the Academic Council.

List of students:

S.No.	Name	Enrollment No.	Programme Name	School
1.	Ms. Neelam Sagar	S154DHI02	MPhil (Hindi)	SLS
2.	Ms. Kunzang Angmo	S164CWG08	MPhil WGS	SHS
3.	Ms. Swarnima Kriti	S154CDP17	MPhil in Development Practice	SIIS
4.	Ms. Monica Antal	S154CDP11	MPhil in Development Practice	SHS
5.	Ms. Jasleen Arora	S164CWG07	MPhil WGS	SHS
6.	Mr. Jaideep Pandey	S164CWG06	MPhil WGS	SHS

The SCR also took note of the decision taken by the Chairperson, Academic Council on the recommendation of the Chairperson, SCR for the award of degree to the following students:

S.No.	Name	Enrollment No.	Programme Name	School
1.	Mr. Santosh S.	S145GVQ02	Ph.D in Visual Arts	SCCE
2.	Mr. Pravendra Singh	S124CDP18	MPhil in Development Practice	SIIS

3. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) on the following:

- a) To note the approval of Ph.D Hindi synopsis of the following two students:
- Mr. Sukant Suman (S175DHI04)
Title: Stree Sampadit Patrikayen aur Stree Prashna
 - Ms. Ankita Chauhan (S175DHI01)



- Urdu
- Title: Bharatiya Bhashon Ki Kahaniyon mein Desh Vibhajan Ki Prasadi
(Vishesh Sandarbh: Hindi, Urdu evam Punjabi)
- b) To note the approval of Ph.D CLTS synopsis of the following two students:
- (i) Ms. Niiza Angmo (S175LCL02)
Title: The Text(s) of the Buchen
- (ii) Ms. Pooja Mann (S175LCL03)
Title: The Forms of Interrogation in Jaat Women's Folk Songs (Geet)
- c) To note the approval of M.Phil CLTS synopsis of the following four students:
- (i) Mr. Ali Ahsan (S174LCL01)
Title: Minor Literatures: Two novels on the Bearys
- (ii) Ms. Arenpongla Jamir (S174LCL02)
Title: Self-writing in contexts of conflict: Naga English and Chungli Ao Literatures
- (iii) Mr. Deepak (S174LCL03)
Title: Musicality and Mir: A Comparative Study of Mir Taqi Mir's Urdu Ghazals and their Performance
- (iv) Mr. Mohammad Irfan (S174LCL04)
Title: Representations of history in Modern Urdu Novels: A Critical Study of Qurratulain Hyder's "Aag Ka Darya and Intizar Husain's Basti"
- d) To discuss the proposed M.Phil CLTS elective course – "Hermeneutics: Key Theorists" (course outlines attached)

The programme coordinator presented the outline of the course and responded to a query regarding inclusion of the course in the list of courses to be offered in MPhil CLTS. After discussion, the SCR recommended that the proposed course be placed at the next meeting of the Academic Council for approval.

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

- a) To note the appointment of Dr. Ashish Roy as co-supervisor to Ms. Ambika Singh (Date of Enrolment: 28.07.2015) along with Prof. Rachana Johri

The SCR took note for the same and recorded.

- b) To discuss the matter of the PhD Course work of the WGS 2018 batch (with M.Phil degree – 8 credits and with an MA or MPhil degree from another university – 12 credits)

WGS Programme through SHS RSC reported that all the 9 Ph.D students of WGS, 2018 batch will only do the 2 credit course of Guided Study (SHS310109) in Winter semester, 2019 which is their 2nd semester. The



recommended elective course of 4 credits (SHS310132) as given in the M.Phil./Ph.D. programme structure, need not be done by this batch. The collaboration team had proposed that 6 students out of the 9 admitted in the programme, will do 6 credits in coursework in first semester that is Monsoon 2018 and will do a two credit coursework in Winter 2019 as all of them had done an M.Phil. in WGS from AUD.

The detailed rationale of course work credits is as following:

Sl. No.	Roll No	Full Name	Total course work credits		Previous Education of the Student	Previous Research/Professional Experience
			MS 2018 I st Sem	WS 2019 II nd Sem		
1	S185CWG01	Ajeya Deep	10 credits	2 credits	M A in Gender Studies from AUD	3 years highly regarded professional experience
2	S185CWG02	Alpaxee Kashyap	10 credits	2 credits	MA/MPhil in Development Studies from AUD	3 years of experience with research publications
3	S185CWG03	Chaitanya Khandelwal	6 credits	2 credits	M Phil, WGS	AUD student
4	S185CWG04	Hemantika Singh	6 credits	2 credits	M Phil, WGS	AUD student
5	S185CWG05	Jasleen Arora	6 credits	2 credits	M Phil, WGS	AUD student
6	S185CWG06	Kunzang Angmo	6 credits	2 credits	M Phil, WGS	AUD student
7	S185CWG07	Riya Singh	6 credits	2 credits	M Phil, WGS	AUD student
8	S185CWG08	Shefali Kishore	10 credits	2 credits	M Phil, Advanced Centre for Women's Studies, Tata Institute of Social Sciences, Mumbai	comparable degree from TISS, Mumbai
9	S185CWG10	Vandana Chaudhary Palta	6 credits	2 credits	M Phil, WGS	AUD student

The coursework for the entire batch is in conformity with the stipulated number of credits (8) as enumerated in AUD Research Regulations 2017. Those with an M.Phil degree from AUD will thus do 8 credits in coursework and those with an MA only or M.Phil. from another University will do 12 credits in course work for their Ph.D.

SCR noted the same and recorded.

5. To discuss the recommendations of the Research Studies Committee (RSC) of School of Development Studies (SDS) on the following:

- a) Report on presentation of Six Monthly progress presentations/seminar by the SDS PhD students:

The SCR took note on the presentation of the following students who had presented the six monthly work-in-progress to their RACs:

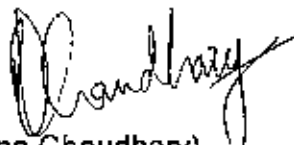
Name of Ph D student	Enrolment No.
Karan Sachdeva	S135ADS01
Ngaranngam Keishing	S135ADS02
Nibedita Hazarika	S135ADS03
Nitin Mishra	S135ADS04
Sweta Suman	135ADS06
Pooja Chaudhary	S135ADS05
Swati Mohana Krishnan	S155ADS01
Tasha Agarwal	S175ADS02
Jasodhara Borthakur	S175ADS01
Vijay	S175ADS03
Tanya Chaudhary	S165ADS02

- b) Change of Supervisor for Mr. Vijay, PhD student (E.No.-S175ADS03) - regarding

Dean, SDS briefed the members that because of the language related learning difficulties, Mr. Vijay, Ph D scholar has been requesting for allocation of a new supervisor. On the matter the SDS RSC held several meetings with the candidate and the supervisor (Prof. Deepita Chakravarty) to understand the issues clearly. After discussion, it was agreed that Prof. Sumangala Damodaran and Dr. Moggallan Bharti will jointly take the responsibility of guiding Mr. Vijay (in place of Prof. Deepita Chakravarty).

Accordingly, new DAC for the student has been constituted and includes Prof. Sumangala Damodaran, Dr. Moggallan Bharti and Dr. Nandini Nayak.

The SCR took note for the same and recorded.


(Rachna Chaudhary)
Convenor


(Salil Misra)
Chairperson

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	Letters
Programme(s)	Comparative Literature and Translation Studies (CLTS)
Course title	— Hermeneutics: Key Theorists
Course code	CLTS***
Credits	4
Course type (core/ compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	Predoctoral
Course coordinator and team	Shelmi Sanishil

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course connects with the courses offered by CLTS programme to its predoctoral students.

2. Specific requirements on the part of students who can be admitted to this course:

(Prerequisites, prior knowledge level; any others – please specify)

MA in social sciences of humanities

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

20

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Seminar mode; semester-long

5. Proposed date of launch:

Winter Semester 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course provides the opportunity to engage with the parent-discipline of Comparative Literature (and Translation Studies). It also encourages the appreciation of the common epistemological basis of the human sciences.

7. Course Details:

a. **Summary:** The course looks at some specific formulations and moments that are considered extremely significant in the development of modern hermeneutics as a formal discipline in Europe and its place within the evolving fields of the human sciences. This objective will be attempted through a reading of seminal texts by key figures of the discipline. The course also envisions a close evaluation of the reasons attributed by these thinkers for the inconsistent emphases given to author, text, context, reader, etc. at various points in the discipline's journey for deriving meaning and understanding from a "text", and the resultant influence these emphases had on literary criticism, translation theory and related fields of liberal arts.

b. **Objectives:**

1. To acquaint the student with the relationship between literary criticism and philosophical hermeneutics.
2. To appreciate the role of modern hermeneutics in the development of the human sciences, especially Comparative Literature and Translation Studies.

c. **Overall structure:**

Module 1: Traditions in Hermeneutics: An Overview

Module 2: Schleiermacher and Dilthey

Module 3: Husserl and Heidegger

Module 4: Gadamer and Ricoeur

Module 5: After Ricoeur

d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings)

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16

Module 1: Traditions in Hermeneutics: An Overview

This module aims to provide a panoramic view of hermeneutical traditions in Europe starting from Greek antiquity till the nineteenth century. It takes a broad view of the influence of the different hermeneutical formulations for exegetical and interpretative practices of various texts.

Texts:

Selections from Anthony c. Thiselton. *Hermeneutics: An Introduction*. Grand Rapids, Mich.: W.B. Eerdmans Pub. Co., 2009.

Selections from Thomas M Stebbins. *Hermeneutics, method and methodology*. Kluwer Academic Publishers, 2004.

Selections from Grant R. Osborne. *The Hermeneutical Spiral: A Comprehensive Introduction to Biblical Interpretation*. Downers Grove, Ill.: InterVarsity Press, 2006.

Module 2: Schleiermacher and Dilthey

This module looks at seminal works of Schleiermacher and Dilthey in reshaping and expanding the discipline of hermeneutics outside of largely religious contexts, and what these shifts mean to the general fields of the human sciences in their epistemological and methodological orientations vis-à-vis "texts". Of particular relevance and interest to this module is the dialectic of the grammatical and the psychological in Schleiermacher's hermeneutics, and the centrality of historicism in Dilthey's hermeneutics.

Texts:

Friedrich D. E. Schleiermacher; Jan Wojcik and Roland Haas. "The Hermeneutics: Outline of the 1819 Lectures," *New Literary History*, Vol. 10, No. 1, Literary Hermeneutics (Autumn, 1978) pp.1-16.

Wilhelm Dilthey and Frederic Jameson. "The Rise of Hermeneutics", *New Literary History*, Vol.3, No.2, On Interpretation: I (Winter, 1972) pp.229-244

"The Understanding of Other Persons and Their Manifestations of Life" (1910) from *Wilhelm Dilthey, Selected Works, Volume III: The Formation of the Historical World in the Human Sciences*. Tr. Rudolf A. Makkreel and Prithof Rodi. Princeton University Press, 2010.

Supplementary texts:

Friedrich Schleiermacher, *Hermeneutics and Criticism and Other Writings*. Tr. Andrew Bowie. Cambridge University Press, 1998

Mul, J. *The Tragedy of Finitude: Dilthey's Hermeneutics of Life*. Tr. T. Burrett. New Haven, CT: Yale University Press, 2004

Ermath, M. *Wilhelm Dilthey: The Critique of Historical Reason*. Chicago: University of Chicago Press, 1978

Wilhelm Dilthey, Rudolf A. Mackay and Friedrich Rodi *Wilhelm Dilthey: Selected Works, Volume IV: Hermeneutics and the Study of History*. Princeton University Press, 1996.

Module 3: Husserl and Heidegger

This module will look at the role of phenomenology in furnishing the epistemic ground of the "ontological shift" of philosophical hermeneutics and what this meant to existing structures of understanding and interpretation of human experience in literary studies and related disciplines. In particular, the module will engage with Husserl's theory of consciousness, his critique of psychologism, and the distinction between meaning and object. With regard to Heidegger's works, while his philosophy of Being is a necessary background, the focus in this module will be his view on the connection between aesthetic (poetry) and being.

Texts:

Edmund Husserl. *Selections from Experience and Judgment*. Tr. James Spencer Churchill and Karl Ameriks. Northwestern University Press, 1975.

Martin Heidegger. *Ontology: The Hermeneutics of Facticity*. Indiana University Press, 2008.

----- *Selections from Poetry Language, Thought*. Tr. Albert Hofstadter. New York: Harper and Row, 1971.

Supplementary texts:

Dan Zahavi. *Husserl's Phenomenology*. Stanford: Stanford University Press, 2003

Jacques Derrida. *Speech and Phenomena And Other Essays on Husserl's Theory of Signs*. Evanston: Northwestern University Press, 1989.

Mark A Wrathall. *The Cambridge Companion to Heidegger's "Being and Time"*. CUP, 2013.

Martin Heidegger. *Being and Time*. Tr. Joan Stambaugh. New York: HarperPerennial, 2008

Module 4: Gadamer and Ricoeur

This module looks at Gadamer's elaboration of philosophical hermeneutics and his views on meaning and the ontological nature of understanding itself. The module will closely read the roles of language and history in Gadamer's conception of the "fusion of horizons" for meaningful understanding/interpretation of "texts", and what this meant for literary theory and criticism. The module also broadly looks at the influence of Ricoeur's combination of phenomenological description with hermeneutic interpretation in textual discourse. Of special relevance to Comparative Literature is Ricoeur's conception of hermeneutics as "self-understanding by means of understanding others", which in this module will be explored closely.

Texts:

Hans-Georg Gadamer, *Philosophical Hermeneutics*. Tr. and ed. by David E. Linge. University of California Press, 2008.

Selections from Paul Ricoeur, *Interpretation Theory: Discourse and the Surplus of Meaning*. Fort Worth, Texas: Christian Press, 1976.

Supplementary texts:

Joel Weinsheimer, *Philosophical Hermeneutics and Literary Theory*. Yale University Press, 1991.

Jürgen Habermas, "A Review of Gadamer's *Truth and Method*." *The Hermeneutic Tradition*. Gayle Orniston and Alan Schrift, ed. Albany: SUNY, 1990.

Lauren Swayne Barthold, *Gadamer's Dialectical Hermeneutics*. Lanham, MD: Lexington, 2010.

Robert J. Dostal (ed). *The Cambridge Companion to Gadamer*. New York: Cambridge, 2002.

Andrzej Wiercinski, (ed). *Between Suspicion and Sympathy: Paul Ricoeur's Unstable Equilibrium*. Toronto: Hermeneutic Press, 2003.

Module 5: After Ricoeur

This module will look at hermeneutics after Ricoeur by engaging with current strands and debates in hermeneutics, and its relevance in education, theology and the liberal arts.

Texts:

Selections from Boyd Blundell, *Paul Ricoeur between Theology and Philosophy*

Detour and Return. Bloomington: Indiana University Press, 2010

Selections from Dan R. Stiver, *Theology after Ricoeur: New Directions in Hermeneutical Theology*. Westminster: John Knox Press, 2001

Selections from John Arthos, *Hermeneutics after Ricoeur*. Bloomsbury Academic, 2018.

8. Pedagogy:

a. Instructional design

Seminar mode with weekly presentation

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other -- please specify)

None

c. Expertise in AUD faculty or outside

Within AUD

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

Class presentation: 40% (20 minutes and followed by comments and discussion.

Presenter will be required to submit the presented paper a week after in 2500 words,

excluding bibliography)

Term paper: 60% (4000 words, excluding bibliography)

Shelini Sankhli

Signature of Course Coordinator(s)

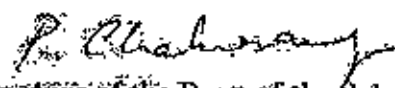
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held onand has been approved in the present form.


Signature of the Dean of the School

Minutes of the 4th Meeting of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 14 December 2018, Kashmere Gate Campus, AUD

The 4th Meeting of the SCPVCE was held on 14 December 2018 at the Kashmere Gate Campus of AUD. The following members were present:

Professor Salil Misra Pro Vice Chancellor	Chairperson
Professor Amol Padwad Director, Centre for English Language Education	Member
Dr Anuj Bhuwania Dean (O), School of Law, Governance & Citizenship	Member
Professor Kartik Dave Dean, School of Business, Public Policy & Social Entrepreneurship	Member
Dr Sunita Singh Dean (O), School of Education Studies	Member
Prof. Sanjay Sharma Dean, Student Services & Dean, Assessment, Evaluation & Student Progression	Member
Mr. Akha Kaihrii Mao Nominee of Dean, School of Vocational Studies	Member
Professor Dhirendra Dutt Dangwal Dean, School of Liberal Studies & Acting Dean, School of Human Studies	Member

Regrets: Professor Anup Dhar, Professor Chandan Mukherjee, Professor Krishna Menon, Professor Mohammad Sharique Farooqi, Professor Honey Oberoi Vahali, Professor Suchitra Balasubrahmanyam, and Professor Vrinda Datta, Ms Shefalce Jain

Special Invitees: Dr Javed Iqbal Wani, Dr Malabika Pal, Dr Pooja Satyogi, Dr Krishna Kalyan Dixit, and Dr Gunjan Sharma

Dr.SunitaTyagi, Assistant Registrar (Coordination), assisted the SCPVCE in its deliberations.

The following agenda items were discussed:

1. Five BA courses to be offered by the School of Law, Governance and Citizenship (SLGC) in the BA Law and Politics Programme

The following 5 BA courses of the SLGC were presented and discussed:

i. Western Political Thought (4 credits)

The course aims to offer understanding of some of the key themes in Western political philosophy such as form and nature of political community, political obligation, and the convergence of law and politics through the question of *political obligation*. It is aimed at enabling a conceptual conversation between law and politics.

The SCPVCE made the following overall recommendation on the course:

- The course contents are such that some historical background is needed on the part of the students. Also, the course contents cover a vast ground that may be difficult to attempt in a course. The context and rationale for this may be explained in the course outline.
- The course is identified as a "major" course in the course format. This term needs to be rethought and replaced based on the programme document approved by the Academic Council.

It was resolved to recommend the course for the consideration of the Academic Council.

ii. Amartya Sen: Ethics, Economics and Politics (4 credits; Foundation)

The course builds on the basket of foundation courses in the programme within the theme of Justice and Democracy, by providing the perspective of an economist who has undertaken an intensive analysis using the theories from both moral philosophy and economics. The focus of the course is to provide an introduction into the main building blocks of Sen's arguments without going into the technical exposition.

After due deliberations, it was resolved to recommend the course for the consideration of the Academic Council.

iii. The Legal Imagination (4 credits; Elective)

The contention of this course is that in addition to paying attention to how the *formal process of law works*, there is also need to pay attention to the specific forms, media and technologies through which law unfolds in language, architecture, images, etc. This course enables students to pay equal attention to both as equal participants in the making of legal imagination.

The SCPVCE made the following recommendation on the course:

- The readings enlisted in the course are from the Western context, whereas the films that are proposed as resources are from the Indian context. The rationale for this needs to be explained. Some films from the Western context may also be included.
- The term "non-major" has been used to identify the course type. This term needs to be reconsidered and replaced based on the programme document approved by the Academic Council.

It was resolved to recommend the course for the consideration of the Academic Council.

iv. Rights Based Political Movements in Contemporary India(4 credits; Elective)

This course is designed to focus on contemporary Indian politics and rights based political mobilisations that have seen their culmination in legislative enactments. It seeks to interrogate the relationship between politics and law and how the two sometimes have a symbiotic relationship, at other times confrontational and yet other times exceed each other.

The SCPVCE made the following recommendations on the course:

- Some of the rights covered in the course are legislated and there have not been strong people's movements around these. How the course engages with the people's/social movement frame around these rights and the usage of the term "movements" in the title needs to be explained. The term mobilisation was suggested as an alternative.
- Intersectionality between the various rights and movements included in the course also needs to be highlighted.
- The readings pertaining to Right to Education may include the relevant works of Anil Sadgopal that bring-in the people's movement perspective on the right.

It was resolved to recommend the course for the consideration of the Academic Council.

v. Anticolonialism and Postcolonialism (4 credits; Elective)

Futures

The course seeks to engage students with the varied and conflicting imaginations on nation and nationalism, particularly in the multifarious context of India and also how the imagination of the anti-colonial movement was not delimited or exhausted by the nationalist aspiration/narrative.

The SCPVCE made the following recommendations on the course:

- In the tentative assessment plan, 40% assessment is based on quiz/essay/assignment/presentation. 40% weightage to quiz based assessment would be too high.
- The term "non-major elective" has been used to identify the course type. This term needs to be reconsidered and replaced based on the programme document approved by the Academic Council.

It was resolved to recommend the course for the consideration of the Academic Council.

2. Two elective courses to be offered in the MA Law, Politics and Society programme of the SLGC

The following two elective courses of the SLGC were presented and discussed:

i. Theorising the Indian State (4 credits, Elective)

This course is aimed at enabling students to understand how academics have theorised the Indian state in the post-independence period with a focus on

developmental planning and state formation. Specifically, by reading literature decade wise, it aims to give the students a sense of how the political is framed through time.

The SCPVCE made the following recommendations on the course:

- The term "declining" in the title of the Module 3 may be rethought as it gives an impression as a downward trend due to certain kinds of political developments.
- Some sections from the course format are missing. These need to be included in the revised version to be submitted to the SCPVCE.

It was resolved to recommend the course for the consideration of the Academic Council.

ii. Rethinking Development (4 credits; Elective)

This course aims to look at the various facets of the development process that is being witnessed in the world today and their consequences on society. It is an attempt to bring together recent writings of influential economists as well as lesser known writers, which focus on the dangers of following the path of development. The aim is not to attempt to demolish the dominant model but to use the tools of economics to reflect on it.

The SCPVCE made the following recommendation on the course:

- The work 'Food, famine, and the making of modern India', was suggested for inclusion in the course.

It was resolved to recommend the course for the consideration of the Academic Council.

The SCPVCE made the following overall recommendations on the BA and MA courses of the SLGC:

- The standard AUD course approval format with the standard formatting should be used for all the courses.
- The course codes should be included in the course formats.

3. One-year Diploma Policy for the MA Law, Politics and Society Programme of the SLGC

The proposed one-year Diploma Policy of the SLGC's MA programme was discussed. It allows a student enrolled in the MA programme on successful completion of 32 credits (in the first two semesters) to be issued a Diploma as an acknowledgement of the one year of studies that s/he has completed in case s/he discontinues the programme after the first year.

The experience of the School of Education Studies (SES) with the MA Education (ECCE) Diploma programme was discussed. Based on these discussions the SCPVCE made the following recommendations on the policy:

- The Diploma should not be advertised as a separate programme to which students can be admitted. It should only be an exit option for those students who are unable to complete the programme.
- The Diploma exit should be extended to a student for upto 2 years. That is, a student should be able to complete the diploma requirements in maximum upto 2 years. This time limit should be carefully thought through such that on the one hand it is enabling for students who find it difficult to complete the programme, and on the other it doesn't become an easy short route for exiting the programme.

It was resolved to recommend the one-year diploma policy for the MA programme of the SLGC for the consideration of the Academic Council.

4. Partial Repeat Policy for the MA programme of the SLGC

The proposed Partial Repeat Policy for the MA programme of the SLGC was presented. The experience of SES with respect to the Partial Repeat Policy was discussed. The SCPVCE made the following recommendations on the policy:

- In the point 1, "marks" should be replaced with "grades"
- Point 2 should be removed as it will create difficulty in grade computation and may create other kinds of discrepancies by allowing component-wise partial repeat. The partial repeat should be on the overall grade and not on specific components.

The SCPVCE also recommended that SES should revise its partial repeat policy in the light of the above:

It was resolved to recommend the Partial Repeat Policy for the MA programme of the SLGC for the consideration of the Academic Council.

5. The Continuing Professional Development (CPD) courses for educators proposed by the Teacher Education Unit (TEU) of the SES

The concept note of SES's CPD plans (as approved by the Academic Council in July 2018) and the proposal of the CPD courses for educators were presented. It was presented that through its TEU, SES is proposing to initiate six CPD certificate courses for practicing and aspiring educators. The courses have been designed collaboratively with experts from other Schools and Centres of AUD. The courses are proposed for a pilot in the Winter Semester 2019 as standalone certificate courses of postgraduate level. In due course of time after the necessary approvals, these courses will lead up to postgraduate certificate, diploma and degree pathways for school teachers and other educators. The courses will specifically align with the masters programme for the mentor teachers and other educators in the Delhi Government schools.

The following six CPD courses were presented and discussed:

- Teachers as Researchers (4 credits)**

This course is designed for schoolteachers and educators who wish to learn conducting research in their contexts. It aims at generating interest in critical inquiry and facilitating integration of research with professional practice. Towards this end, the course involves engaging teachers in collectively reflecting upon the beliefs and values underlying their practice, identifying and examining issues, and designing systematic approaches of investigating and addressing these issues.

The SCPVCE made the following recommendation on the course:

- The course enlists "Peer Feedback" as one of the assessment situations. This component needs to be clarified.

It was **resolved** to recommend the course for the consideration of the Academic Council.

ii. English for Teachers (4 credits)

This course is designed for schoolteachers who wish to transact curriculum through English language and also train language teachers in using and analyzing language effectively. The aim is to make teachers capable of using English language effectively in class.

After due deliberations, it was **resolved** to recommend the course for the consideration of the Academic Council.

iii. Language and Literacy Instruction (4 credits)

This course aims to provide practitioners with conceptual understandings of language and literacy instruction and also use of inclusive strategies so that they are able to address the challenges of language and literacy learning in their classrooms. The focus of this course is on strategies relevant for Classes III to IX.

The SCPVCE made the following recommendation on the course:

- The course only includes Classes III to IX. The rationale for this may be explained in the course outline.

It was **resolved** to recommend the course for the consideration of the Academic Council.

iv. Leading Change in Educational Institutions (4 credits)

The course is designed for aspiring and practicing teachers for facilitating greater understanding of educational change and provides conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change.

After due deliberations, it was **resolved** to recommend the course for the consideration of the Academic Council.

v. Two courses on ICT in Education, Levels 1 & 2 (2 credits each)

The course aims at enabling educators for effectively using technology for teaching-learning. The Level 1 course is for beginning users and focuses on encouraging the use of the ICT available in schools while exploring its different pedagogical applications. The Level 2 course is for the advanced users of technology and enables them to employ technology for professional development, and assessments and evaluation.

The SCPVCE made the following recommendation on the course:

- The phrase "21st Century Skills" in the courses should be reconsidered, especially in the title of the module 2 of the Level 2 course.

It was **resolved** to recommend the course for the consideration of the Academic Council.

vi. Note on admissions and assessment for SES's CPD courses for educators

The Note on admissions and assessment for CPD courses was discussed. The SCPVCE made the following recommendation:

- The course "Social Science Education" has been included by mistake in the document. It should be deleted from the list and included only after it is discussed in the SCPVCE.

After due deliberations, it was resolved to recommend the note on admissions and assessments for the CPD courses for the consideration of the Academic Council.

—The meeting ended with a vote of thanks.

Shree
(Salil Misra)
Chairperson, SCPVCE

Ambedkar University Delhi
 Proposal for launch of a course
 (to be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	B.A. Law and Politics
Course title	Western Political Philosophy
Course Code	
Credits	4
Course type (core/compulsory/optional/any other)	Major
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Javed Iqbal Wani

Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is offered as a major to B.A Law and Politics students. It seeks to offer understanding of some of the key themes in Western political philosophy such as form and nature of political community, political obligation, and the convergence of law and politics through the question of political obligation. While there are general courses on western political philosophy in other UG courses, this particular course is designed keeping in mind the new UG programme in Law and politics. It is aimed at enabling a conceptual conversation between law and politics.

Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others -please specify)

No requirement

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD rules.

2. **Course scheduling: (Summer/winter course; semester long course; half-semester course; workshop mode; seminar mode; any other -please specify)**

Semester-long course

3. **Proposed date of launch**

Winter 2019

4. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

AUD strives to offer innovative courses at all levels. This is an attempt to offer a more sophisticated version of western political philosophy course than the one generally offered at the moment. Given the significance of concepts in social sciences, this course will provide thinking skills to undergraduate students.

5. **Course Details:**

a. **Summary**

The course is an introduction to the development of Western political philosophy from Plato to Marx. It is concerned with an examination of some of the most important ideas and theories concerning the relationship between humans, state and society in the political thought of the Ancient Greeks, Machiavelli and then will move towards discussing the social contractarians and conclude with discussions on Marx. The course is designed to specifically focus on the form and nature of political community. As a result, political obligation plays an important role towards the formation of such a community. This course will attempt to discuss how there is a convergence of law and politics through the question of political obligation. The course is text based. It is expected that students will become familiar with the key texts of political thought. Topics covered will be selected from the following: the nature of political society and of political activity; the relationship between moral, religious and political ideas; the nature of the state, government and authority; justice, liberty and equality; human nature and politics; law and politics; political argument and political deliberation.

b. **Objectives/learning outcomes**

At the end of this course the student should be able to:

- Know and be able to discuss the central themes, concepts and ideas in the early development of the central tradition of Western Political thought (from Plato and Aristotle to Machiavelli, and Hobbes Locke and Rousseau).
- Understand and assess the context of the particular texts and concepts.
- Be aware and illustrate the complexity, difficulty and contention associated with the activity of theorising.
- Be able to address a number of key questions in political philosophy with reference to texts and arguments introduced in the course.



c. Overall structure:

The Course will comprise of four modules:

Module I- Greek philosophers Plato and Aristotle: political community as organic

This first module deals with the origins of Western thinking on the polis, which is the Greek word for city-state. The module focusses on Ancient Greece as the site of the birth of political thought and some of the earliest reflections on the nature of political community primarily through the writings of Plato and Aristotle. Plato's view of political and social life holds that the city-state should be governed by a ruler with philosophical training capable of comprehending the true nature of reality, justice, and wisdom, and where one's place in society is determined by one's natural abilities. By contrast, Plato's student Aristotle, while incorporating and responding to many aspects of Platonic thought, develops a decidedly organic, or this-worldly, system of ethics and a corresponding structure for the polis. Aristotle's famous claim that "man is by nature a political animal" captures his belief that a natural order between the individual and the community exists as both a power struggle and a distribution of resources, which has as its own end the good held both individually and in common. Such ideal notions of the city-state, whether Platonic or Aristotelian, and the particulars therein, have been a point of departure for political philosophers since the time of Plato's Athens to the present day.

Module II- Political Realism and early modern state (Machiavelli)

This module will discuss ideas of Italian political philosopher Niccolò Machiavelli on early 16th century Europe ruled by absolute monarchies. Machiavelli is credited with the distinctly modern notion of an artificial (rather than natural) state in which the leader should rule swiftly, effectively, and in a calculated manner. Many have associated his theories with the use of deceit and cunning in politics, however after Machiavelli, in the realist paradigm politics came to be identified as an art in which the best rulers governed shrewdly, carefully calculating about enemies, populations, and the timing of certain actions. Credited for laying down the governing principles of the early modern state as an organized force over a consolidated territory, ruled by the sovereign lawgiver, one that separated the domain of political from religious, Machiavellian thoughts of 16th century resonate with the contemporary.

Module III: State as contract: Liberal Individualism (Thomas Hobbes and John Locke)

This module will focus on the idea of social contract and the transformation it brought in the modern political imagination by altering the relationship between state and the individual. Writing against the background of the English Civil war in the 17th century, the liberal philosophers- Hobbes and Locke- offered the methodological tool to think of state as a human creation. The individual was placed at the centre of political thought and the political society existed to protect the propriety of individuals over themselves. This module through a discussion on the philosophy of individualism as the new basis for the legitimacy of state, will focus on concepts such as political obligation, consent and particularly the new established right to private property, of which the state was the guarantor.

Module IV: Egalitarianism and collectivist political community (Rousseau and Marx)

An alternate understanding of social contract was proposed in the works of Jean Jacques Rousseau, often termed as the forerunner of Marx, where the contract was premised upon the natural equality among men to render obedience to themselves creating a sovereign political community of people. The corrupting effect of the institution of private property on men made Rousseau call for a radical restructuring of the existing 18th century European societies inspiring the revolutionaries in France. His idea of a collectivist political order based on direct democracy channelized however didn't call for the abolition of private property. A rejection of all exiting notions of egalitarianism in liberal capitalist societies emerged in the thoughts of Karl Marx in the 19th century Europe. His conception of a communist society where state as a form of political institution withers away with the abolition of class and the institution of private property, transformed the political imaginings of human collective so far inescapably linked with the idea state in the modern world.

Module 1

Week 1: General lectures

- **What is political philosophy?**
- **What is peculiar about western political philosophy, and why do we study it?**

Essential Readings:

1. J. Coleman, (2000) 'Introduction', in *A History of Political Thought: From Ancient Greece to Early Christianity*, Oxford: Blackwell Publishers, pp. 1-20.
2. G Sabine and T Thorson (1973), *The Context of Political Theory*, in *A History of Political Theory* (4th edition), Oxford.

Additional Readings:

1. Q. Skinner, (2010) 'Preface', in *The Foundations of Modern Political Thought Volume 1*, Cambridge: Cambridge University Press pp. ix-xv.
2. B. Constant, (1833) 'The Liberty of the Ancients Compared with that of the Moderns', in D. Boaz, (ed.), (1997) *The Libertarian Reader*, New York: The Free Press.

Week 2 & 3: Plato

- **Plato's ideal state and justice as the basis of political community**

Essential Readings:

1. E Barker (1906), *The Political Thought of Plato and Aristotle*, New York: G. P. Putnam's Sons; London: Methuen (Chapter 3).
2. C. Reeve, (2009) 'Plato', in D. Boucher and P. Kelly, (eds.) *Political Thinkers: From Socrates to the Present*, Oxford: Oxford University Press, pp. 62-80

Additional Readings:

1. A. Skoble and T. Machan, (2007) *Political Philosophy: Essential Selections*. New Delhi: Pearson Education, pp. 9-32.
2. R. Kraut, (1996) 'The Defence of Justice in Plato's Republic', in R. Kraut (ed.) *The Cambridge Companion to Plato*. Cambridge: Cambridge University Press, pp. 311-337
3. Plato. *Republic*. Trans. Robin Waterfield. Oxford: Oxford, 1993. (selected sections)

Week 4 and 5: Aristotle

- **Man as zoon politikon: political community as the highest form of human association**
- **Classification of governments / from Ethics to Politics by way of Law**

Essential Readings:

1. Aristotle. *The Politics and The Constitution of Athens*. Ed. Stephen Everson. Cambridge: Cambridge, 1996.
2. E Barker (1906), *The Political Thought of Plato and Aristotle*, New York: G. P. Putnam's Sons; London: Methuen (Chapter 6).
3. G Sabine and J Thorson (1973), *A History of Political Theory* (4th edition), Oxford, (chapters 6 and 7)

Additional Readings:

1. D. Hutchinson, (1995) 'Ethics', in J. Barnes, (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 195-232.
2. T. Burns, (2009) 'Aristotle', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp.81-99.
3. C. Taylor, (1995) 'Politics', in J. Barnes (ed.), *The Cambridge Companion to Aristotle*. Cambridge: Cambridge University Press, pp. 232-258

Module II

Week 6: Machiavelli

- **Statecraft: nature of political authority and means and ends of politics**

Essential Readings:

1. Machiavelli, Niccolò. *The Prince*. Trans. Tim Parks. Oxford: Oxford University Press, 2009. (selected [selected portions])
2. Skinner, Quentin. (2000) 'The Adviser to Princes', in Machiavelli: A Very Short Introduction, Oxford: Oxford University Press, pp. 23-53

Additional Reading:

1. Q. Skinner, Q. (2000) 'The Theorist of Liberty', in *Machiavelli: A Very Short Introduction*. Oxford: Oxford University Press, pp. 54-87.
2. Femia, J. (2009) 'Machiavelli', in D. Boucher, and P. Kelly, (eds) *Political Thinkers: From Socrates to the Present*. Oxford: Oxford University Press, pp. 163-184

Module III

Week 7, 8 and 9: Thomas Hobbes and John Locke

- Law of nature and natural rights (of property)
- Origins of state and Political obligation

Readings:

Hobbes:

1. Tudor Jones (2002), *Modern Political Thinkers and Ideas*, Routledge, London and New York (pp 15-18, 41-45)
2. C L Wayper (1954), *Teach Yourself Political Thought*, Philosophical Library, USA (Chapter 2- State as Machine).
3. D. Baumgold, (2009) 'Hobbes', in D. Boucher and P. Kelly (eds) *Political Thinkers. From Socrates to the Present*. Oxford: Oxford University Press, pp. 189-206.

Locke:

1. Tudor Jones (2002), *Modern Political Thinkers and Ideas*, Routledge, London and New York (pp 20-24, 46-50, 67-73)
2. C L Wayper (1954), *Teach Yourself Political Thought*, Philosophical Library, USA (Chapter 2- State as Machine).

Additional readings:

1. B. Nelson, (2008) *Western Political Thought*. New York: Pearson Longman (selected chapters)
2. C. Macpherson (1962) *The Political Theory of Possessive Individualism: Hobbes to Locke*. Oxford University Press, Ontario

Module IV

Week 10, 11 and 12: Rousseau and Marx

- origins of inequality and critique of private property
- alternate visions of political community

Readings:

Rousseau:

1. Tudor Jones (2002), *Modern Political Thinkers and Ideas*, Routledge, London and New York (pp 51-55, 74-81, 161-166)
2. G Sabine and T Thorson (1973), The Rediscovery of the Community- Rousseau, in *A History of Political Theory* (4th edition), Oxford
3. C. L. Wayper (1954), *Teach Yourself Political Thought*, Philosophical Library, USA (Chapter 3- State as Organism).

Marx:

1. Shlomo Avineri, 1968, The New Society, in *The Social and Political Thought of Karl Marx*, Cambridge University Press
2. Tudor Jones (2002), *Modern Political Thinkers and Ideas*, Routledge, London and New York (pp 183-191)
3. Tom Bottomore, 1983, *A Dictionary of Marxist Thought*, Blackwell Publishers (select entries)

6. Assessment structure (modes and frequency of assessments):

Assessment will be based on a combination of mid-term examination, take home assignment, class presentation and an end-semester examination.

Mid- semester examination – 30 %

Take home assignment – 20 %

Class presentations- 20 %

End-semester examination – 30 %

7. No. of students to be admitted:

As per AUD rules

- 8. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.:**

None

Signature of Course Coordinator(s)

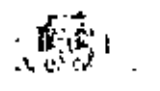
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the Board of Studies:

The proposal was discussed by the Board of Studies in its second meeting held on ----- and has been approved in the present form.

Anuj Bhawanrao
Signature of the Dean of the School


Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	
Course title	Amartya Sen: Ethics, Economics and Politics
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Foundation
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Malabika Pal

Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is offered as part of the Foundation Course on Justice and Democracy and is structured in a way so that it fits in thematically with the other courses under the same category. It introduces the students to the powerful ideas of the Nobel Laureate Amartya Sen under a single course although many of his writings may be included in other courses offered in AUD. The course builds on the basket of Foundation Courses within the theme of Justice and Democracy by providing the perspective of an economist who has undertaken an intensive analysis using the theories from both moral philosophy and economics. What distinguishes Sen's work from others is his prolonged association with Indian ground realities right from his childhood experiences to his long - term collaboration with Jean Dreze which has helped incorporate many of Sen's ideas into policy making. The focus of the course is to provide an introduction into the main building blocks of Sen's arguments without going into the technical exposition. The readings have been selected keeping in mind that those opting for the course will not be required to have a background in either economics or mathematics.

Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

No requirement

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

50 maximum

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

2. Proposed date of launch:

Winter 2019

3. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course brings to the forefront the oft-neglected field of welfare economics through the work of an economist who has been emphasizing the need to bring ethics and economics closer and this ought to be highlighted with greater urgency than has been done before. This is in tune with AUD's vision of engaging with the issues of individual freedom, human rights, justice and democracy.

4. Course Details:

a. Summary

This full-length course on Amartya Sen is intended to focus on the very influential work of contemporary relevance of an economist who is also considered an important social and political theorist. His work spans many decades through which he has developed his ideas and continued to engage with critical issues affecting India and the world. He has had long-term collaborations and made contributions in both theoretical as well as practical aspects of the issues which fall under the realm of philosophy, law and culture. A foundation course on justice and democracy is an apt entry point for discussion of the building blocks of his arguments. It is through the critiques that an attempt will be made to introduce the alternative strands of thought and how Sen has attempted to respond by revisiting some of his earlier works and dropping some off over the years.

The course begins with a brief biography of Amartya Sen to highlight how his early childhood experiences influenced much of his later research. His most widely cited work on poverty and famines is taken up next. This module also introduces the entitlement approach. The third module goes deeper into the conceptual framework that are the building blocks of his approach. Starting with his discussion on the link between ethics and economics, this module details the capability approach that has gained influence the world over (and was incorporated in UNDP's Human Development Reports). This module also includes Sen's reexamination of inequality and his contribution to the 'idea of justice'. The highly technical work in the field of social choice is

excluded but a lucid introduction to the 2017 edition of his seminal work *Collective Choice and Social Welfare* is included as an additional optional reading for the motivated student. The fourth module concentrates exclusively on his analysis of development as freedom in which he emphasizes that economic and political freedoms help to reinforce each other. The final module selects one comprehensive collaborative work with Jean Dreze to highlight their emphasis on the two-way relationship between economic growth and human capability in the context of the Indian experience. The overarching theme of the book, as has been in most of their writings, is their emphasis on the necessity for the lives, needs and demands of the underprivileged people to command greater attention in public discussion and policy making, and in democratic politics.

This course includes a small selection of his work under the broad theme of Justice and Democracy from among the truly remarkable range of his writings. The idea is to introduce, as aptly put by Kaushik Basu and Ravi Kanbur, this argumentative Indian and his arguments for a better world.

b. Objectives

The aim of the course is to introduce the basic framework employed by Amartya Sen to discuss the issues of individual freedom, inequality, justice, democracy and development. This is done by going through some of Sen's most important books. The objective is to bring out Sen's emphasis on the normative side of economics. This is important in order to analyze contemporary issues of policy since the mainstream approach has been to focus on development as an increase in national income. Understanding Sen's approach could help in conceptualization of development as a humane process and as enhanced individual freedom and capability rather than just an increase in monetary income.

c. Overall structure:

This course will begin with a modest attempt to summarize the life and work of an economist with such a broad range of academic interests. Starting from an introduction which will touch upon the areas of his attention and inquiry, it will then delve deeper into the issues that Amartya Sen has spent a lifetime researching and are familiar from popular writings but have seldom been part of one comprehensive course. After an exposition of his foundational ideas, the course will culminate with the view emphasized by Sen and Jean Dreze that economic development in India must be seen in the larger context of the demands of democracy and social justice.

d. Contents

Module 1: Amartya Sen: A Brief Biography [1 week]

Points of emphasis: This module will introduce the life of Amartya Sen who was born in pre-independent India and witnessed famine, deprivation and injustice. They have had a deep impact on him and greatly influenced his future research.

Readings:

- Amartya Sen- Biographical- NobelPrize.org: <https://www.nobelprize.org/prizes/sen>
- Documentary film 'An argumentative Indian' by Suman Ghosh (2017)
- Sen, Amartya (2005). The Argumentative Indian-Writings on Indian Culture, History and Identity, Penguin Books, England, Chapters 1 and 2, pp.3-44.

Additional Reading (Optional):

- Kaushik Basu and Ravi Kanbur ed.(2009), Arguments for a Better World- Essays in Honor of Amartya Sen, Oxford University Press, New York. Introduction, pp1-4.
- Richa Saxena (2011), Amartya Sen- A Biography, Rajpai Publications, Delhi.
- Morris, W. Christopher ed. (2010), Amartya Sen, Cambridge University Press, Chapter 1, pp.1-12.

Module 2: On Poverty, Famines and the Entitlement Approach [2 weeks]

Points of emphasis: After an introduction to Sen's childhood exposure to the problems of famine, poverty and deprivation, this module goes into Sen's perspectives on poverty and famines and his conceptualization of the entitlement approach. A somewhat technical analysis of the Bengal Famine is provided to gauge the character of the famine.

Readings:

- Sen, Amartya (1981), Poverty and Famines, Oxford University Press, New York. Chapters 1-6, pp 1-83.
- Devereux, Stephen (2001), Sen's Entitlement Approach: Critiques and Counter Critiques, Oxford Development Studies, Vol.29, No.3.

Module 3: An Introduction to the building blocks of Sen's approach [3 weeks]

Points of emphasis: This module attempts to provide an exposition of the conceptual framework that Sen introduced. His extremely important perspective on ethics and economics is the starting point of the discussion, followed by the widely cited capability approach and his work reexamining the important issue of inequality. The module includes Sen's idea of justice which is aimed to address questions of enhancing justice and removing injustice rather than attempting to resolve questions about what constitutes perfect justice, is introduced. It includes how Sen's idea is different from the pre-eminent theories of justice in contemporary moral and political philosophy.

Readings:

- Sen, Amartya (1987), *On Ethics and Economics*, Blackwell Publishers Ltd., UK. Chapter 1, pp 1-28.
- Sen, Amartya (1987), *Commodities and Capabilities*, Oxford University Press, New Delhi. Chapters 1-6, pp. 1-32.
- Sen, Amartya (1995), *Inequality Reexamined*, Oxford University Press, New Delhi. Chapters 1-4, pp. 1-69.
- Sen, Amartya (2009), *The Idea of Justice*, Allen Lane, London, Introduction pp.1-31
- Hartley, Dean (2009), *Critiquing Capabilities: The distractions of a beguiling concept*, *Critical Social Policy*, Vol.29, No.2. Sage.

Module 4: On Development, Participation and Freedom [3 weeks]

Points of emphasis: This module explores the deep complementarity between individual agency and social arrangements that Sen emphasizes in his discussion on development.

Readings:

- Sen, Amartya (2000), *Development as Freedom*, Oxford University Press, New Delhi. Chapters 1,2, pp. 13-53; Chapters 5,6,pp. 111-159.
- Dreze, Jean and Amartya Sen (2002), *India- Development and Participation*, Oxford University Press, New Delhi. Chapters 1, 2; pp.1-53; Chapter 10, pp.347-375.
- O'Hearn, Dennis (2009), *Amartya Sen's Development as Freedom: Ten Year's Later, Policy and Practice*, *A Development Education Review*, pp.9-15.

Module 5: On India and its Contradictions [3 weeks]

Points of emphasis: In this module we look at Sen's collaborative work with Jean Dreze on India where they argue that the achievement of high growth must ultimately be judged in terms of the impact of that economic growth on the lives and freedoms of the people. While India has been climbing the ladder of economic growth rates, it has fallen behind in the scale of social indicators of living standards. This module looks at the development experience of India using the lens of Sen's framework developed so far in the course. This module briefly introduces Sen's work on identity and violence.

Readings

- Dreze, Jean and Amartya Sen (2013), *Uncertain Glory*, Allen Lane, London. Chapters 1,2, 3 pp. 1-80; Chapters 7,8, pp.182- 242.
- Sen, Amartya (2006), *Identity and Violence*, Penguin Books, England. Chapters 1,2, pp.1-39; Chapters 9,pp.170-186.

8. Pedagogy:

e. Instructional design

The course will combine lectures, group activities, class discussions, and student presentations.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

g. Expertise in AUD faculty or outside

The faculty at SLGC are well equipped to teach the course. A background in Economics is an added advantage but not a requirement.

h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

- **Assessment structure (modes and frequency of assessments)**

Class assignment: 20%

Mid-term: 40%

End-term: 40%

Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its meeting held on ...November 10, 2018...and has been approved in the present form.

Amy Alshwan
Signature of the Dean of the School


Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	
Course title —	The Legal Imagination
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Non Major
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Lawrence Liang

Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is offered as a non major to B.A. students. It seeks to provide an interdisciplinary introduction to questions of law and justice. While there is an existing course on legal method at the MA level, this course is particularly targeted at B.A. Students to demonstrate the importance of understanding legal issues and debates beyond a technical disciplinary approach.

Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)
 No requirement

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD rules

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

2. Proposed date of launch:

Winter 2019

3. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

In keeping with the vision of offering innovative courses at AUD, this is one of the first courses to examine the phenomenon of law from the social, political and cultural perspective. Given the importance of law in the making of Indian modernity, it provides students with the necessary intellectual resources to be able to follow key developments in the law. Specifically it focuses on contemporary debates around questions of constitutional morality, law and politics etc.

4. Course Details:

a. Summary

When we think about the law it is not uncommon to think about statutes, courts, lawyers and judges. In other words we often think about the law only within its formal trappings and while all of these are an integral part of the law, the fact remains that the law is also much wider than its formal elements. We encounter law not just in law books or in the courts but equally in works of literature, cinema, in science and technology and in everyday encounters. The formal and informal expressions of law collectively form what we could term as the 'legal imagination'. This course seeks to introduce students to the relationship between the formal imagination of the law and the cultural lives of the law and the ways they overlap in the postcolonial context.

Thus for example while looking at the history of the Constitution, what are the various ways that we can look at the interaction of constitutional law with the domain of politics and the domain of cultural representation? How in other words does the Constitution exist not just as a legal, but equally as a cultural text?

It is the contention of this course that in addition to paying attention to how the formal process of law works, for instance through legal reasoning, we also need to pay attention to the specific forms, media and technologies through which law unfolds - in language, architecture, image etc. But rather than seeing them as binaries the real challenge will be to pay equal attention to both as equal participants in the making of legal imagination. The course will therefore introduce students to key legal debates in contemporary India (Sec.377, Shabrimala temple entry, regulation of dissent etc), but it will do so through a multi pronged approach that reads the legal debates through a political and cultural lens.

While working through substantive themes this course will also be an opportunity for students to explore an interdisciplinary study of law. For example while looking at the terrain of constitutional law, the focus will be equally on questions of history and historical approaches, while the segment of law and everyday life the focus will be on conversations between law and anthropology. Some of the other intersections this course will look at includes literature, visual and cultural studies and legal studies.

Recognizing that these are students with absolutely no background in law the aim of this course is to begin with everyday examples that they can identify with and then incorporate more complex social legal questions.

b. Objectives

The course will equip students with

1. A better understanding of the public life of law and legal institutions
2. An analytical framework to understand the relationship between law, politics and society
3. An understanding of legal and constitutional history
4. An introduction to the philosophical questions particularly about the intersection between law and forms of life

c. Overall structure:

Some of the topics that we will cover in the course include:

- Introduction to law legal debates
- Understanding what the Constitution is
- Introduction to the making of the Indian Constitution
- Examining the role of law everyday life
- Critical engagement with how law actively shapes our understanding of life
- Thematic focus on current legal debates including the relationship between citizenship, law, equality and religious beliefs
- Examining the cutting-edge challenges of law including the question of nonhuman life forms, techno-political subjectivity

Content

The Legal Imagination

Background Books

The following books provide useful overviews of the field

Ewick, Patricia, and Susan S. Silbey. *The Common Place of Law: Stories from Everyday Life*. Chicago: University of Chicago Press, 1998.

Khosla, Madhav. *The Indian Constitution*. First edition. New Delhi: Oxford, 2012.

Mody, Zia. *10 Judgements That Changed India*. 2013 edition. New Delhi: Penguin India, 2013.

Syllabus with List of Readings

<p>Module 1: What is law and where do we find it?</p> <p>The roots of the Law/ Body of Law and branches of law</p>	<p>Topics to be Covered:</p> <p>Introduction and definitional debates Definition of Law Legal Institutions Separation of Powers Structure of judiciary Hierarchy of Courts and Benches and their interaction Comparison of legal systems</p> <p>Sources of law (Customary law, Religion, Constitution, statutes, rules, procedural law, substantive law) - Using examples of conflicting sources of law and authority: Do we have to obey the law?</p>
<p>Readings & Screenings</p> <p>These are all very short readings of 2 to 3 pages each</p>	<p>Readings:</p> <p>W. H. Auden, Law like love Justice A P Shah, The links between law and literature, The Hindu, Oct 30th 2017 Anam, Tahmina. <i>A Golden Age: A Novel</i>. Reprint edition. Edinburgh: Harper Perennial, 2009.</p>

	<p>Extracts from Katsh, M. Ethan. <i>Taking Sides: Clashing Views on Legal Issues, 16th Edition</i>. 16th edition. McGraw-Hill Education, 2013.</p> <p>Mahatma Gandhi, Statement before Justice Bromfield in the Ahmedabad sedition Case</p> <p>Martin Luther King, Letter from Birmingham jail</p> <p>Films Ek Ruka Hua Faisla</p>
<p>Module 1: Part 2</p> <p>In this module we take on specific instances to examine the roots of law namely the relationship between law, revenge and violence.</p>	<p>Aeschylus, Oresteia (Translated by Robert Fagles)</p> <p>Peter Brooks, The Law as Narrative and Rhetoric from Brooks, Peter, and Paul Gewirtz, eds. <i>Law's Stories: Narrative and Rhetoric in the Law</i>. Revised edition. New Haven; London: Yale University Press, 1998.</p> <p>Martha Minow Stories in Law, from Ibid.</p> <p>Extracts from Antjie Krog, Country of My Skull : Guilt, Sorrow, and the Limits of Forgiveness in the New South Africa</p> <p>Films Ramesh Sippy, Sholay Chaitanya Tamhane, Court</p>
<p>Module 2 : We the people: The Making of the Constitution</p>	<p>Topics To be covered</p> <p>What is a Constitution? What is Constitutionalism ? Understanding the student constitution of AUD/ Understanding the Indian Constitution Nation state formation and constitutionalism Politics and Negotiation and the making of the Indian Constitution Constitution Making in Unequal societies Cultural texts of the Constitution</p>

	<p>Two lawyers and two different ideas of law and Justice: Gandhi and Ambedkar</p>
	<p>Readings:</p> <p>Saadat Hassan Manto, The New Constitution Extracts from Shauna Singh Baldwin, What The body remembers Granville Austin, Introduction and prologue from Working a Democratic Constitution: A History of the Indian Experience, pp.1-10 Rohit De, Constitution for the butcher from Republic of Writs Litigious Citizens, Constitutional Law and Everyday Life in India (1947-1964), pp.1-46 Ramachandra Guha, Idea of India from India after Gandhi, pp. 103-126 Arun Thiruvengadam, Crafting a Constitution for Independent India: The Work of the Constituent Assembly from The Constitution of India: A Contextual Analysis (Bloomsbury, 2017), pp.26-36 Sunil Khilnani, Raj Kapoor: The Politics of Love from Incarnations: A History of India in Fifty Lives Lawrence Liang, Awara's constitutional amendment Ambedkar final speech, Draft 15 which became Art. 21</p> <p>Films</p> <p>Samvidhan, Shyam Benegal Awara, Raj Kapoor</p>
<p>Module 3: Everyday life of the law</p>	<p>Can children understand justice ? How is cricket so like the law and how is it not? When do neighbours meet in court What does law have to do with Love and Elopement? Why do we love court room dramas?</p> <p>Readings</p>

	<p>Harper Lee, <i>To Kill a Mocking Bird</i>, Harper Perennial Modern Classics, 2002.</p> <p>Chapters 2 and 7 from David Fraser, <i>Cricket and the Law: The Man in White Is Always Right</i>, New York: Routledge, 2003.</p> <p>Patricia Ewick and Susan Silbey, Chapter 1 of <i>The Common Place of Law</i>, Chicago: University of Chicago Press, 1998.</p> <p>Saadat Hassan Manto, My Fifth Trial from <i>Why I Write: Essays by Saadat Hasan Manto</i>. Chennai: Westland, 2014.</p> <p>Patricia Williams, Chapter 1 of <i>Alchemy of race and rights Aruna Ramachandra Shanbaug v. Union of India (2011)</i></p> <p>Pervez Mody, Introduction to <i>The Intimate State: Love-Marriage and the Law in Delhi</i>. 1 edition. New Delhi: Routledge India, 2008.</p> <p>Films</p> <p>To Kill a Mocking Bird</p> <p>Additional Readings</p> <p>Ravit Reichman, Virginia Woolf and the Lesson of Torts from <i>The Affective Life of Law: Legal Modernism and the Literary Imagination</i>. Stanford, Calif: Stanford Law Books, 2009.</p>
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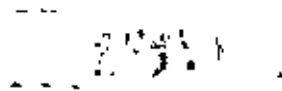
<p>Module 4: Law, Belief & Contestation</p>	<p>Are animals human enough for human rights ? Can a robot be liable for murder? Is the Ganga a person for the purposes of Art 21 of the constitution ? Is a selfie taken by a monkey entitled to copyright? Do we have a right to be forgotten online?</p> <p>Readings</p> <p>Reading List</p> <p>Extracts from Peter Cave, Can a Robot Be Human?: P.33 Perplexing Philosophy Puzzles, One world 2007 Animal Welfare Board Of India vs A. Nagaraja (The Jalakattu judgment) Extracts from Christopher D. Stone, Should Trees Have Standing?: Law, Morality, and the Environment, OUP, 2010.</p> <p>Additional Reading</p> <p>Daniela Berti, Sacrifice under Judicial Scrutiny: Animal rights, Textual Sources and Gods' Authority in India (Draft Article)</p> <p>Films</p> <p>2001: A Space Odyssey (Stanley Kubrick)</p>
<p>Module 5: Revisiting Recent Indian Debates in light of what we have learnt</p>	<p>When do the time of the gods and the time of man come into legal conflict? Why are there so many temples and Dargahs in which you can petition the courts using legal affidavits? Can the writ of a celibate god run against the morality of the Constitution? How does the law divide between insiders and outsiders? What is constitutional morality and where do we derive it</p>

	<p>from? What kind of personal data can the state demand from me?</p>
	<p>Readings Anupama Roy, The Citizenship (Amendment) Act, 1986 <i>The 'Politics of Place-making' and Suspect Citizenship</i> K.S.Puttaswamy (Retd) vs Union Of India Romila Thapar v. Union of India Navtej Johar v. UOI</p> <p>Indian Young Lawyers Association vs The State Of Kerala</p> <p>Sadakat Kadri, Introduction To Infinite Justice : Heaven on Earth: A Journey Through Shari'a Law, Vintage 2009</p> <p>Deepa Das Acevedo, Celibate Gods and 'Essential Practices' Jurisprudence at Sabarimala, 1991- 2011</p>

Pedagogy

- Instructional design** The course will be a combination of lectures, thematic discussions and presentations.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)** None
- Expertise in AUD faculty or outside** : Within

Assessment Structure:



A combination of mid term examination, books reviews, response essays, presentations, final exam

Rough break up:

1. Short Response Papers/Quizzes in Class: 10% x 2 =20%
2. Mid Term Exam: 30 %
3. End Term Exam: 40 %
4. Participation & Presentations: 10 %

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its second meeting held on 16th May 2008 and has been approved in the present form.

Anuj Bhunia
Signature of the Dean of the School

School of Law, Governance and Citizenship

Ambedkar University, Delhi

Course Outline: Rights based Political Movements in Contemporary India

Course Code: SLGC

Title: Rights based Political Movements in Contemporary India

Cohort for which it is compulsory: NONE

Cohort for which it is elective: BA Law and Politics

No of Credits: 4

Semester and Year Offered: Winter Semester 2019

Course Coordinator and Team: Pooja Satyogi

Email of course coordinator: psatyogi@aud.ac.in

Pre-requisites: None

Course Aim: In keeping with the logic of the BA in law and politics, this course attempts make connections with recent political mobilisations in India, which were oriented towards finding a solution in law. It seeks to interrogate the relationship between politics and law and how the two sometimes have a symbiotic relationship, at other times confrontational and yet other times exceed each other—something that we see in ongoing debates around entry for women in the Sabarimala temple. The course sits adjacent to the course on Social Movements in India, which is offered by the Sociology department. The point of departure are two: (i) this course is rooted in the contemporary moment, ties to urban political formations and think rights based approach critically (ii) it is not doing a *longue durée* analysis of these formations; in fact, the course is invested in asking how one might imagine the after-life of such legal enactments. The outlier here is the disability movement, a study of which is offered as a rejoinder to think how an active phase of a movement invariably takes its public presence for granted—presence itself understood in terms of space, occupancy and accessibility. Disability is conspicuous by its absence even in courses on Social Movements because we tend to think movements with visibility.

1. Course Details:

- a. **Summary:** By focusing on contemporary India, this course will introduce the students to recent political movements, which take enactment of rights as their primary goal

- b. **Objectives:** This course introduces the students to thinking citizenship and political movements in contemporary India
- c. **Overall Structure:** The Course is divided into 5 modules:

Module 1: Debating Rights and Citizenship

Module 2: State and the Rights Movements in Contemporary India

Module 3: Transparency, Right to Information and the Anti-Corruption Movement

Module 4: Right to Food, Work and Education

Module 5: Disability Movement

Syllabus with List of Readings	
<p>Module 1: Debating Rights and Citizenship</p> <p>2 Weeks</p>	<p>Module 1</p> <p>This course is designed to focus on contemporary Indian politics and rights based political mobilisations that have seen their culmination in legislative enactments. The first module will focus on a conceptual understanding of Rights as privileges, claims, powers and immunities and broaden this Hohfeldian framework to think what it might mean to call a political mobilisation as being oriented towards rights based legislation. For this, it is also important to understand the development of citizenship rights in India and together this will form the first module of the course.</p> <p>Weeks 1-2: Debating Rights and Citizenship</p> <p>Béteille, André. "Can Rights Undermine Trust: How Institutions Work and Why They Fail." <i>Democracy and its Institutions</i>. Oxford University press (2017): 99-121</p> <p>Jayal, Niraja Gopal. "Introduction". In <i>Citizenship and its discontents: An Indian History</i>. Harvard University Press (2013): 1-27.</p> <p>Roy, Anupama. "Becoming Citizens". In <i>Citizenship in India</i>. Oxford University Press (2016): 155-199</p> <p>Ruparelia, Sanjay. "India's new rights agenda: Genesis, promises, risks." <i>Pacific Affairs</i> 86 (3) 2013: 569-590.</p>

	<p>Wenar, Leif, "Rights", <i>The Stanford Encyclopedia of Philosophy</i>: (Fall 2015 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/fall2015/entries/rights/>.</p>
<p>Module 2: State and Rights movement in Contemporary India (2 Weeks)</p> <p>Weeks 3, 4</p>	<p>A focus on rights based political movements brings attention to the form that contemporary Indian state has taken. By this I mean a move from welfare (50-70s) to development (70-80s) to approaches of empowerment (90s onwards). This module will explicate how rights based political movements tie into discourses of empowerment in a changing neoliberal milieu.</p> <p>Weeks 3-4: State and the Rights Movement in Contemporary India</p> <p>Basu, Deccankar, and Pratyush Chandra. "Neoliberalism and Primitive Accumulation in India: The Need to Go Beyond Capital." In <i>Social Movements: transformative Shifts and Turning Points</i>. London, New York, New Delhi: Routledge: 144-159.</p> <p>Chacko, Priya. "The Right Turn in India: Authoritarianism, Populism and Neoliberalisation." <i>Journal of Contemporary Asia</i> (2018): 1-25.</p> <p>Cornwall, Andrea, and Celestine Nyamu-Musembi. "Putting the 'rights-based approach' to development into perspective." <i>Third world quarterly</i> 25, no. 8 (2004): 1415-1437.</p>
<p>Module 3: Transparency, Right to Information and the Anti-Corruption Movement (4 Weeks)</p>	<p>Both Right to Information and the Anti-Corruption Movement tie into the debates on transparency in governance and citizenship entitlements. There is a vibrant debate on this issue particularly after Michael Power's work on <i>Audit Explosion</i> (2000). This course will not be linked to the debate on Auditing practices in the Euro-American context, but will flag that it is worthwhile to think RTI and ACM as standing adjacent to similar developments elsewhere in the world. These movements are not without limitations and readings will illustrate how these achievements fall short in</p>

<p>Weeks 5, 6, 7, 8</p>	<p>their realisation of “deepening” democracy and “combating” corruption.</p> <p>Week 5-6: Right to Information Movement</p> <p>Baviskar, Amita. “Winning the right to information in India: Is knowledge power.” In <i>In J Gaventa & R McGee (eds) Citizen Action and National Policy Reform</i>. London: Zed, 10. 2010.</p> <p>Jenkins, Rob, and Anne Marie Goetz. “Accounts and accountability: theoretical implications of the right-to-information movement in India.” <i>Third world quarterly</i> 20, no. 3 (1999): 603-622.</p> <p>Sharma, Prashant. <i>Democracy and transparency in the Indian state: The making of the Right To Information Act</i>. Routledge: 2015 (selections)</p> <p>Webb, Martin. “Success stories: rhetoric, authenticity, and the right to information movement in north India.” <i>Contemporary South Asia</i> 18, no. 3 (2010): 293-304.</p> <p>Week 7-8 : Anti- Corruption Movement</p> <p>Harndranath, Ramaswami, and Sukhmani Khorana. “Civil society movements and the ‘Twittering classes’ in the postcolony: An Indian case study.” <i>South Asia: Journal of South Asian Studies</i> 37, no. 1 (2014): 60-71.</p> <p>Goswami, Debika, and Kaustuv K. Bandyopadhyay. “The Anti-corruption movement in India.” <i>New Delhi: Society for Participatory Research in Asia (PRIA)</i> (2014).</p> <p>Sengupta, Mitu. “Anna Hazare’s anti-corruption movement and the limits of mass mobilization in India.” <i>Social Movement Studies</i> 13, no. 3 (2014): 406-413.</p> <p>Verma, Arvind and Ramesh Sharma. 2018. <i>Combating Corruption in India</i>. Cambridge University Press (selections)</p>
<p>Module 4 :</p>	<p>The questions in this section relate to how right to life is reinterpreted in the</p>

<p>Right to work, food and education (3 weeks)</p>	<p>context of welfare functions of the state with respect to providing its population a living wage, sustenance and education to realise their basic liberties. The three cut into each other making it difficult to separate them into stand-alone rights.</p>
<p>Weeks 9, 10, 11</p>	<p>Week 9: Right to Work</p> <p>Bhagwan, Vishnu. "NATIONAL RURAL EMPLOYMENT GUARANTEE ACT: A SWOT ANALYSIS." <i>The Indian Journal of Political Science</i> (2009): 139-150.</p> <p>Bhatia, Bela, and Jean Dreze. "Employment guarantee in Jharkhand: Ground realities." <i>Economic and Political Weekly</i>(2006): 3198-3202.</p> <p>Ghosh, Jayati. "The 'Right to Work' and Recent Legislation in India." <i>Social Scientist</i> (2006): 88-102.</p> <p>Nigam, Aditya. "'Right to Work': Reading 'Rights' through Discourse on 'Work'." <i>Economic and Political Weekly</i> (1998): PE16-PE24</p> <p>-----</p> <p>Week 10: Right to Food</p> <p>Birchfield, Lauren, and Jessica Corsi. "The right to life is the right to food: People's Union for Civil Liberties v. Union of India & others." <i>Human Rights Brief</i> 17, no. 3 (2010): 3.</p> <p>Guha-Khasnobis, Basudeb, and S. Vivek. "The rights-based approach to development: Lessons from the right to food movement in India." In <i>Food Insecurity, Vulnerability and Human Rights Failure</i>, pp. 308-327. Palgrave Macmillan, London, 2007.</p> <p>Hertel, Shareen. "Hungry for justice: Social mobilization on the right to food in India." <i>Development and Change</i> 46, no. 1 (2015): 72-94.</p> <p>Jakobsen, Jostein. "Neoliberalising the food regime 'amongst its others': the right to food and the state in India." <i>The Journal of Peasant Studies</i> (2018): 1-21.</p> <p>Week 11: Right to Education</p>

	<p>Ramachandran, Vimala "Right to Education Act: a comment." <i>Economic & Political Weekly</i> 44, no. 28 (2009): 4-10.</p> <p>Jain, Pankaj S., and Ravindra H. Dholakia. "Feasibility of implementation of right to education Act." <i>Economic and Political weekly</i> (2009): 38-43.</p> <p>Jha, Praveen, and Pooja Parvati. "Right to Education Act 2009: critical gaps and challenges." <i>Economic and Political Weekly</i> (2010): 20-23.</p>
<p>Module 5</p> <p>Disability Movement</p>	<p>Disability movement here is an outlier in this is because we have not seen a mass movement on rights of disabled persons. Precisely because disability (temporary or permanent) does not affect a large section of the population, a movement such as this remains in the background. This debate raises the question of what kind of movement bursts onto the public realm and which recede into the background, thereby enabling us to develop a critique of mobilisations.</p> <p>Week 12: Disability Movement</p> <p>Addlakha, Renu. "Disability, gender and society." <i>Indian Journal of Gender Studies</i> 15, no. 2 (2008): 191-207.</p> <p>Bhanushali, D., 2007. Changing face of disability movement: From charity to empowerment.</p> <p>Mehrotra, Nilika. 2011. "Disability rights movements in India: Politics and practice." <i>Economic and Political Weekly</i>: 65-72.</p> <p>Thomas, Phillipa. 2005. "Mainstreaming disability in development: India country report" <i>Disability Knowledge and Research</i>.</p> <p>https://www.jagraniosh.com/current-affairs/disability-bill2016-everything-you-should-know-1482128793-1</p> <p>https://indianexpress.com/article/explained/disabilities-bill-amendment-</p>

	<p>discrimination-against-differently-abled-4424039/</p> <p>https://www.livelaaw.in/insulting-disabled-offence-rights-persons-disabilities-act-2016-comes-force/</p> <p><i>Additional Reading</i></p> <p>Ghai, Anita. "Disabled women: An excluded agenda of Indian feminism." <i>Hypatia</i> 17, no. 3 (2002): 49-66.</p>
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Assessment Methodology

Class Attendance and Participation 20%

Written Assessment (Class Assignments/Mid Term): 40%

End Term Exam: 40%

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 10th of November 2018 meeting and has been approved in the present form.

Anuj Sharma
Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SLGC
Programme(s)	
Course title	Anticolonialism and Postcolonial Futures
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Non-Major Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Ngoru Nixon

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is offered as a non-major elective to B.A. students of School of Law, Governance, and Citizenship (SLGC) and School of Global Affairs (SGA). While there is an existing School of Undergraduate Studies (SUS) course on 'Political Thought in Modern India' which deals with the some of the thinkers mentioned here, the orientation of the course on 'Anticolonialism and Postcolonial Futures' is different apart from the introduction of new thinkers/figures. The latter is geared towards a specific aim of looking at what kind of vision/future underlies or instigates the imagination of these thinkers/figures against the larger backdrop of colonialism and nationalism.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify):
No Requirement
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per AUD rules
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Semester-long course

5. Proposed date of launch: Winter Semester, 2019.
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The aim of the course is to foreground a range of political futures that have been imagined in the course of the anti-colonial movement. Such imaginations can serve as a template to further think about the possible world based on the ideal of inclusiveness, informed by justice and equality.

7. Course Details:

a. Summary:

This course is an exploration of the attempt by some of the important thinkers/figures of the colonized world and society to imagine and fashion forms of decolonization. To engage in this mode of inquiry entails not only an understanding of the larger milieu in which a thinker is situated but also an investigation into why and how a particular form of future came to be envisaged and conceived. In undertaking this venture, the concern of the course is less about whether the attempts of the thinkers remained realized or unrealized than about foregrounding a range of political futures which could conflict or complement one another. Such exploration also points us towards the direction of the possible worlds that can be aspired for and inhabited.

Much of the engagement of the course will pertain to the diverse thinkers/figures from the Indian context. In addition to the popular figures such as Gandhi, Savarkar, Aurobindo, Tagore, Ambedkar, Nehru, the course will introduce Jaipal Singh, the Adivasi leader from the present-day Jharkhand, who is popularly known for his participation in Constituent Assembly debates. The assembling of these figures within a synchronous frame is less an act of merely putting them together than to underscore the tension, conflict, or equivalence between the wide-ranging positions or 'standpoints' on the discursively related questions of nation and nationalism, west and east, colonialism, violence and marginalization, freedom, humanism, etc. In this engagement, the course will also draw from critical voices dealing with the similar questions from African-Caribbean context in the form of negritude and Fanon.

b. Objectives

The course seeks to impart to the students the varied and conflicting imaginations on nation and nationalism particularly in the multifarious context of India and also how the imagination of the anti-colonial movement was not delimited or exhausted by the nationalist aspiration/narrative.

c. **Overall structure:**

The course, composed of four modules, has a certain thematic underpinning to it. Starting from the elucidation of the relevant concepts and categories, the course will look at the dominant narratives of the 'anti-colonial nationalism' followed by the 'internal' contestations rupturing the very idea of the nation imagined and envisaged by those narratives. The course will then discuss the articulation of the transformative progression from anticolonialism to internationalism and humanism via 'the national'.

d. **Contents:**

Module 1: Introduction- Colonialism and Nationalism (2 Weeks)

The introductory module seeks to discuss colonialism both as a concept and a phenomenon. The discussion would entail elucidating the binary narratives- colonizer and colonized, west and east, civilized and barbaric, rational and irrational, etc- which colonialism engenders and operates with. The engagement with colonialism and its impact on the non-western world invariably lends itself to the discussion on anti-colonial nationalism.

Essential Readings:

Achebe, Chinua. *Things Fall Apart*. Penguin Books, 1958.

Chandra, Bipan. "Colonialism, Stages of Colonialism, Colonial State." *Journal of Contemporary Asia*, Vol. 10, No. 3 (1980): 272-285.

Mishra, Pankaj. *From the Ruins of Empire: The Intellectuals Who Remade Asia*. Farrar, Straus and Giroux, 2012. (Prologue, pp. 1-11).

Supplementary Readings:

Chatterjee, Partha. *The Nation and Its Fragments: Colonial and Postcolonial Histories*. Princeton University Press, 1993.

Memmi, Albert. *The Colonizer and the Colonized*. Routledge, 2003.

Young, Robert J.C. *Empire, Colony, Postcolony*. Wiley Blackwell, 2015.

Module 2- Nation and Its Other (3 weeks).

The discussion on anti-colonial nationalism cannot but engages with the debate on the nation and how the question of the other is conceived. In this regard, the module will examine the nature of engagement in Gandhi, Aurobindo and Savarkar.

Essential Readings:

Gandhi, M.K. *Hind Swaraj and other Writings*, edited by Anthony J. Parel. Cambridge University Press, 1997.

Savarkar, Veer. *Hindutva*. Hindi Sahitya Sadan, 2003.

Sharma, Jyotirmaya. *Hindutva: Exploring the Idea of Hindutva*. Harpercollins, 2015.

Supplementary Readings:

Chatterji, Bankimchandra. *Anandamath*. Translated by Julius J. Lipner. Oxford University Press, 2005.

Hardiman, David. *Gandhi in His Times and Ours: The Global Legacy of His Ideas*. Columbia University Press, 2003.

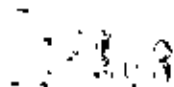
Heehs, Peter. *Sri Aurobindo: Nationalism, Religion, and Beyond- Writings on Politics, Society, and Culture*. Permanent Black, 2005.

Module 3- Contesting the 'Nation' (4 Weeks).

The rationale behind reading Tagore, Ambedkar and Jaipal Singh together consists in that they represent the voices marking the 'internal' contestation over the question of nation and nationalism- whose nation and nationalism? The discussion will also refer to how this 'internal' contestation involves the critique of the positions of both Gandhi and 'extremist nationalists'. While Tagore's point of critique is anchored around the narrative of 'rooted cosmopolitanism', the narratives of Ambedkar and Jaipal Singh are informed by the wretched and marginalized position of the 'untouchables' and the Adivasis respectively within the imagined 'nation'. The 'woman question' will be also examined. The module will explore the equivalence and tension (if any) between these critiques.

Essential Readings:

Aloysius, G. ed. *Ambedkar on Nation and Nationalism*. New Delhi: Critical Quest, 2009.



Munda, Jaipal Singh. *Adivasidom: Selected Writings and Speeches of Jaipal Singh Munda*. Edited by AK Pankaj. Ranchi: Pyara Kerketta Foundation, 2017.

Roy, Anupama. *Gendered Citizenship: Historical and Conceptual Explorations*. Orient Longman, 2005. (Chapter 4)

Tagore, Rabindranath. *Creative Unity*. New York: The Macmillan Company, 1922. (Ch 8- The Nation, pp. 137-148).

Tagore, Rabindranath. *Nationalism*. Introduction by Ramachandra Guha. Penguin Books, 2009. (Chapter 2 and 3; Nationalism in the West and Nationalism in India)

Supplementary Readings:

Ambedkar, B.R. *Annihilation of Caste: The Annotated Critical Edition*. Navayana, 2014.

Bhattacharya, Sabyasachi., ed. *The Mahatma and the Poet: Letters and debates between Gandhi and Tagore, 1915-1941*. New Delhi: National Book Trust, 1997.

Constituent Assembly Debates (Selections)

Kiro, Santosh. *The Life and Times of Jaipal Singh Munda*. Prabhat Prakashan, 2018.

Moon, Vasant. ed. *Dr. Babasaheb Ambedkar: Writings and Speeches Vol. 9*. Dr. Ambedkar Foundation, Ministry of Social Justice and Empowerment, Govt. Of India, 2014. (Selections from Chapter 1- What Congress and Gandhi have Done to the Untouchables).

Tagore, Rabindranath. *Home and the World*. Translated by Sreejata Guha. Penguin Books, 2005.

Tagore, Rabindranath. *Gora*. Translated by Radha Chakravarty Penguin Books, 2009.

Module 4: Between Anticolonialism, the National, and Internationalism/Humanism: Nehru, Negritude and Fanon (3 Weeks):

Taking the argument in the previous module as a point of departure, this module will look at the imagination involving the transformative progression from the narrative of anticolonialism to the articulation of internationalism and humanism. The module will discuss Nehru's idea of internationalism/international cooperation and the idea of 'new humanism' articulated in negritude and Fanon.

Essential readings:

Biko, Steve. *I write What I like: Selected Writings*. University of Chicago Press, 2002.

Cesaire, Aime. "Culture and Colonization." *Social Text* 103, Vol.28, No. 2 (Summer, 2010): 1-18.

Fanon, Frantz. *The Wretched of the Earth*. Penguin Books, 2001.

Nehru, Jawaharlal. *The Discovery of India*. Penguins Book, 2004 (Chapter 3: The Quest, pp. 40-63; The importance of the National Idea: Changes Necessary in India, pp. 573-582).

Publications Division. *Jawaharlal Nehru on International Cooperation*. Government of India, Ministry of Information and Broadcasting, 1966. (Selections).

Senghor, Leopold Sedar. "Negritude: A Humanism of the Twentieth Century." In *Colonial Discourse and Post-Colonial Theory: A Reader*, edited and introduced by Patrick Williams and Laura Chrisman. London and New York: Routledge, 2013. pp. 27-35.

Supplementary Readings:

Anrith, Sunil S. *Crossing the Bay of Bengal. The Furies of Nature and the Fortunes of Migrants*. Harvard University Press, 2013.

Nehru, Jawaharlal. *The Unity of India: Collected Writings, 1937-1940*. Lindsay Drummond, 1948.

Rabaka, Reiland. *The Negritude Movement: W.E.B Du Bois, Leon Damas, Aime Cesaire, Leopold Senghor, Frantz Fanon, and the Evolution of an Insurgent Idea*. Lexington Books, 2016.

Wildcr, Gary. *Freedom Time: Negritude, Decolonization, and the Future of the World*. Duke University Press, 2015.

8. Pedagogy:

- a. Instructional design: combination of lectures, participation and presentations.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

9. Assessment structure (modes and frequency of assessments):

Mid-semester: 20%

End semester: 30%

—Class participation: 10%

Quiz/Assignment/Essay/Presentation: 40%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its BOS meeting held on 10th November 2018 and has been approved in the present form.

Anuj Bhawani
Signature of the Dean of the School

School of Law, Governance and Citizenship

Ambedkar University, Delhi

Course Outline: **Theorising the Indian State**

Course Code: SLGC

Title: Theorising the Indian State

Cohort for which it is compulsory: NONE

Cohort for which it is elective: MA SLGC and SGA

No of Credits: 4

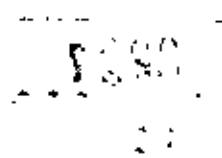
Semester and Year Offered: Winter Semester 2019

Course Coordinator and Team: Pooja Satyogi

Email of course coordinator: psatyogi@aud.ac.in

Pre-requisites: None

Course Aim: This course connects to courses on Indian economy offered in the university. This course will aim to give a broad idea of the political theorization of the Indian state since Independence. Keeping the focus on developmental planning and state formation, the first module provides an overview of the Indian state. It is also the only module which uses contemporary academic writing to understand India retrospectively. Beginning with the second module, the focus of the course will be on the liberal modernization paradigm that tended to point towards a future where major contradictions of the Indian society could be tackled/resolved by state directed development alone. This module will chart how a liberal constitutional system and universal suffrage was supposed to have aided in deepening democracy in India. It will move from these mediations to those that began accounting for variants of modernization theory, where elements of 'traditions' could both adapt to an Indian modernity and also change the nature of Indian modernity itself. The course will then integrate Marxist critiques of the Indian state that spelled the enduring structures of class power and the situation in agrarian India. The third module focuses on the new scholarship of the late 1980s and 1990s. These writings argued how the political landscape has changed with the rise of Bahujan politics, even as public institutions see decay, leading thereby to a crisis of governability. With liberalization of the economy in the 1990s, we see writings that, again, from across political spectrum, speak about the feasibility of reforms in India in the light of the structure of Indian politics and society and more centrist writings which examine the changing nature of business in India. The course will end with an examination of contemporary writings on governance in a neoliberal India, drawing attention to the political form that violence has taken in contemporary India. Retaining the focus on a theory of the Indian state and its political economy, this fourth module brings attention upon the future



of India's democratic potential in the midst of increasing forms of social, political and economic dispossessions on which thrive newer forms of state supported and directed extractive capital.

Brief description of the Course

a. Summary

This course will aim to give a broad idea of the political theorization of the Indian state since Independence, with a focus on developmental planning and state formation.

b. Objectives

This course will enable the students to understand the development of discourse around thinking and theorizing the Indian state across time.

c. Overall Structure

Overall structure: The course is divided into 4 modules: Political Foundations of Governance and Planning in India; India, Modernization Debates and the Marxist Critique of the Development Path; India's Declining Political Order and Liberalisation; Politics and Governance in Contemporary India

Syllabus with List of Readings	
<p>Module 1: Political Foundations of Governance and Planning in India</p> <p>2 Weeks</p>	<p>This first section of the course introduces the students to some key contemporary writings on the Indian state and the co-constitution of the planning discourse, variously defined as welfare, development, empowerment, with the political. These readings form an entry point in thinking the Indian state and is the only section in the course where material is drawn from recent writings.</p> <p>Weeks 1-2</p> <p>Baxi, Upendra. 1997. "Accumulation and Legitimacy: The Indian Constitution and State Formation." M. P. Singh and S. S. Chaube (eds.)</p>

	<p>In <i>Indian Constitution. A Review</i>, 13–27. New Delhi: Har-Anand Publications</p> <p>Chatterjee, Partha. 2010. "The State". In Jayal, Niraja Gopal and Pratap Bhanu Mehta (eds). <i>The Oxford companion to politics in India</i>. Oxford University Press, 2010.</p> <p>Corbridge, Stuart. 2010. "The political economy of development in India since independence." In Paul R. Brass (ed). <i>Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal</i>, 318-36: Routledge</p> <p>Jayal, Niraja Gopal. 2013. "Introduction". In <i>Citizenship and its discontents: An Indian history</i>, 1-27. Harvard University Press.</p> <p>Kudaisya, Gyanesh. 2017. "Planning Endeavours". In <i>India in the 1950s</i>, 145-177. Delhi: Oxford University Press.</p>
<p>Module 2: India, Modernization Debates and the Marxist Critique of Developmental Path (3 Weeks)</p> <p>Weeks 3, 4, 5</p>	<p>This module is where the course begins to periodize academic writings and tries to understand how scholars theorized what they understood to be the political questions of their times. In both Rudolph's and Kothari's writings from this period, caste and its place in modern India politics, became questions that needed examination. Needless to say, working from within the framework of the modernization theory, these scholars did not speak of caste becoming irrelevant to politics, but how politics and caste themselves re-shaping and carving out a distinct Indian 'modernity'. The question here, therefore, was not about normative aspirations of a caste-less India. 1970s form turbulent times for India and here it is interesting to note that scholars writing from a Marxian frame see 'revolutionary potential' in India's peasantry (Ghough and Hari) even as other scholars see Indian politics potentially taking a far-right turn (Bhattacharya). With emergency and Green Revolution forming the backdrop, these two tendencies could exist at the</p>

	<p>same time and, in fact, might even drive each other. India as an 'intermediate regime', not quite secure about its democratic potential, could move in divergent directions from here.</p> <p>Week 3</p> <p>Modernization Debates</p> <p>Rudolph, Lloyd J. and Susanne H. Rudolph. 1967 (1969). <i>The Modernity of Tradition: Political Development in India</i>, 1-17; 103-154. Bombay: Orient Longman.</p> <p>Kothari, Rajni. 1970. "Social Infrastructure". <i>Politics in India</i>, 229-255. New Delhi: Orient Longman.</p> <p>Weeks 4 and 5</p> <p>1970s</p> <p>Gough, Kathleen. 1973. "Imperialism and Revolutionary Potential in South Asia". In Kathleen Gough and Hari K. Sharma (eds) <i>Imperialism and Revolution in South Asia</i>, 3-42. New York: Monthly Review Press.</p> <p>Bhattacharya, Jyotibhushan. 1975. "Fascism: A developing Trend in India". In Mathew K. Kurian (ed). <i>India—State and Society: A Marxian Approach</i>, 256-272. Madras: Orient Longman</p> <p>Sharma, Hari. P. 1973. "The Green Revolution in India: Prelude to a Red One?". In Kathleen Gough and Hari K. Sharma (eds) <i>Imperialism and Revolution in South Asia</i>, 77-102. New York: Monthly Review Press.</p> <p>Raj, K. N. 1973. "The Politics and Economics of Intermediate Regimes". <i>Economic and Political Weekly</i>, 8 (27): 1189-98</p> <p>Frank, Andre Gunder. 1977. "Emergence of Permanent Emergency in India". <i>Economic and Political Weekly</i>, 12(11): 463-475</p>
<p>Module 3: Big business, strong state</p>	<p>1980's bring in political stability at the Centre; Mrs. Gandhi's government and thereafter begin to move quite resolutely towards big business during this decade. The scholarship shows the gaps that arise with the extension of</p>

<p>and the advent of liberalisation (3 Weeks)</p>	<p>the state into more vernacular (Kaviraj) spaces between elite bureaucrats and lower level state personnel (also, Frankel and Kohli) and the crisis of governability that arises thereof. Into the 1990s, scholars like Nayyar and Bardhan argue about the unsuitability of economic reforms in India because the economics of markets is exclusionary for those without requisite entitlements; indeed what constitutes <i>requisite</i> here is itself created by large scale inequalities. The politics of democracy, on the other hand, is inclusive. For these scholars the reforms of 1991 were not related to 'institutional framework of political democracy'. For Bardhan, the rise in the power of the states in recent years has been accompanied by a shift in power towards the intermediate and lower castes. The earlier model of an insulated economic decision-making gets challenged and it is unclear how the market logic, as initiated in the 1990s, sits with the concern for group equity and rights.</p>
<p>Weeks 6, 7, 8</p>	<p>Weeks 6-7: 1980s</p> <p>Kothari, Rajni. 1988. <i>State against Democracy. In Search of Humane Governance</i>, 88-117; 232-254; 271-288. Delhi: Ajanta</p> <p>Rudolph, Lloyd I. and Susanne H. Rudolph. 1987. "Demand Polity and Command Polity". In <i>In pursuit of Lakshmi: The political economy of the Indian state</i>. University of Chicago Press: 211-220</p> <p>Kaviraj, Sudipta. 1984. 'On the Crisis of Political Institutions in India'. <i>Contributions to Indian Sociology</i>, 18 (2): 223-43.</p> <p>Kaviraj, Sudipta. 2011[1987]. 'A Critique of the Passive Revolution'. In Partha Chatterjee (ed.) <i>State and Politics in India</i>. New Delhi: Oxford University Press: 45-88</p> <p>Week 8: 1990s</p> <p>Bardhan, Pranab. 1996. In Niraja Gopal Jayal (ed.) <i>Democracy in India</i>, 397-414. Oxford University Press.</p> <p>Brass, Paul. 2000. "The strong state and the fear of disorder." In Frankel, Francine, Zoya Hasan, Rajeev Bhargava, and Balveer Arora (eds) <i>Transforming India: social and political dynamics of democracy</i>: 60-88.</p> <p>Kohli, Atul. 1992. <i>Democracy and Discontent: India's Growing Crisis of Governability</i>, 3-35; 37-61; 238-267; 303-338. Cambridge: Cambridge University Press; New Delhi: Foundation Books:</p>

	<p><i>Additional Readings:</i></p> <p>Kochanek, Stanley A. 1996. "Liberalisation and business lobbying in India." <i>Journal of Commonwealth & Comparative Politics</i> 34 (3): 155-173.</p> <p>Nayyar, Deepak. 1996. In Niraja Gopal Jayal (ed.) <i>Democracy in India</i>, 361-397. Oxford University Press.</p>
<p>Module 4 : Politics and Governance in Contemporary India</p> <p>4 weeks</p> <p>Weeks 9, 10, 11, 12</p>	<p>The three M's—Mandir, Market and Mandal— that Yogendra Yadav wrote about in this piece on the second democratic upsurge (which forms a BA level reading piece) are elaborated upon in the first part of this module. To these enduring concerns, the course adds a fourth—the question of violence and state sovereignty. Banerjee's reading here moves from thinking sovereignty through the colonial period (exemplified as an absolute externality) to present times which presents the conundrum of 'multiple and contending loci of sovereignty' and, therefore, of violence. Banerjee's argument "multiple sovereignties encounter and engage each other as 'externalities', i.e. as encounters sans sociability" allows questions of pervasiveness of violence to be re-cast. Meanwhile, the questions of state and political-economy, saturated as they with those of violence, appropriation and dispossession, find their most distinct instantiation in the politics of land. The course intends to end, not so much with a sense of historical inevitability, but in thinking how alternatives do exist in the form of Bolivia, with its total independence from the IMF and World Bank.</p> <p>Weeks 9-10</p> <p>Banerjee, Prathama. 2017. "State (and) Violence". <i>Seminar Magazine</i>, March, Issue 691. http://www.india-seminar.com/semframe.html</p> <p>Guru, Gopal. 2011. "Liberal democracy in India and the Dalit critique." <i>Social Research</i> 78 (1): course 99-122.</p> <p>Mukherji, Rahul. 2014. "Citizen Concern in New India". In <i>Political Economy of Reforms in India</i>, 101-156. Oxford University Press.</p> <p>Vanaik, Achin. 2017. "Religion, Modernity, Secularization". In <i>The Rise of Hindu Authoritarianism: Secular Claims, Communal Realities</i>, 100-162 (epub pagination). Verso</p>

	<p>Weeks 11-12</p> <p>Banerjee-Guha, S., 2013. Accumulation and dispossession: Contradictions of growth and development in contemporary India. <i>South Asia: Journal of South Asian Studies</i>, 36(2). pp.165-179.</p> <p>Nielsen, Kenneth Bo, and Alf Gunvald Nilsen. 2017 "Law-struggles, law-making and the politics of hegemony in Neoliberal India: Towards a critical perspective on the 2013 Land Acquisition Act." In Anthony P. D' Costa and Achin Chakraborty, eds. 2017. <i>The land question in India: State, dispossession, and capitalist transition</i>, 129-150 New Delhi: Oxford University Press.</p> <p>Menon, Nivedita. 2016. "Women's Rights to Land and the Challenge of the Commons". https://www.youtube.com/watch?v=wmlF1GkPp_c</p> <p>Patnaik, Prabhat. 2007. "In the aftermath of Nandigram." <i>Economic and Political Weekly</i> 42 (21): 1893-1895.</p> <p>Samaddar, Ranabir. 2009. "Primitive accumulation and some aspects of work and life in India." <i>Economic and Political Weekly</i> 44 (18): 33-42.</p>
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2. Assessment Methodology and Pedagogy

Class Attendance and Participation 10%

Presentations in Class: 20%

Written Assessment (Class Assignments/ Short Write-ups in Class/ Term Paper): 40%

End Term Exam: 30%

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Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its 10th of November 2018 meeting and has been approved in the present form.

Arij Bhawanra
Signature of the Dean of the School

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Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Law, Governance and Citizenship
Programme(s)	Law, Politics and Society
Course title	Rethinking Development
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	MA Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Malabika Pal

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course aims to look at the various facets of the development process that is being witnessed in the world today and their consequences on society. The aim of the course is not to attempt to demolish the dominant model but to use the tools of economics to reflect on it. There has been a call from eminent economists to re-examine the conceptualization of development and weigh the impact that it is having on individual happiness and social welfare. The 2018 Nobel Prize in Economics has been awarded to Paul Romer and William Nordhaus for integrating technological innovations and climate change. The essence is that market prices capture the private but not the social returns. The different strands of thought calling for a more cautious approach to development and a change in perspective need to be brought together to give a comprehensive view regarding this very important discourse on the question of development. This course attempts to bring together those voices calling for a more humane development. The course tries to highlight that the success of economic “engineering” must be ultimately judged in terms of what it does to the lives of human beings.

It does not overlap with the courses on Political Economy offered by the School of Global Affairs since both the course content and thrust are entirely different. This course brings together recent work pointing out the limits of the market and critiques of the contemporary process of development by economists belonging to different schools of thought.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

50 maximum

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. Proposed date of launch:

Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course will be offered as an elective course which deals specifically with the concept of development as is being experienced in the world today. There is a strong opinion emerging from different sources that the kind of development that has become predominant is not conducive to the normative goals of equity, freedom, individual and social well-being. This course tries to re-examine the concept of development by bringing in different perspectives. Although the readings include some dominant voices, one objective of the course is to include those which have been left out by the discourse on development and which highlight how a different concept of development is needed to make it sustainable and inclusive. This is in line with AUD's vision of engaging with the issues of equity and social justice.

7. Course Details:

a. Summary

The course examines the process of development being undertaken and brings together work by economists on broad issues which fall within the purview of development. It begins in the first module by bringing out in detail the nature of the development process that is being undertaken the world over and the impact that it has had on climate change, labour and financial markets. This module also focuses in detail on the limits of the market and then examines what could constitute an optimal balance of government and markets. The second module identifies one important assumption in consumer demand that more is better (MIB) and examines two perspectives on this fundamental issue that seems to be driving the process of development

putting enormous pressure on resources and sustainability. The third module includes two readings, each highlighting an important aspect of the current development process. The introduction to their seminal book on hunger by Jean Dreze and Amartya Sen written twenty five years ago continues to be relevant in contemporary times. This module includes Piketty's analysis of the economics of inequality. The final module goes into the history of the development process, the different conceptualizations, changing contours and finally towards a concept of development that should not be predatory and should respect diversities like the Adivasi societies. This module will bring in the Indian context into the discussion in a more significant way than has been done earlier in the course. The traditional theories and debates are also included as a background to understanding contemporary realities.

b. Objectives

Development is often taken as the justification for undertaking various policy decisions the world over. The outcomes of these decisions are seldom in line with what ought to be real development. This course is a modest attempt to bring together recent writings of influential economists, some of them Nobel Laureates, as well as lesser known writers, which focus on the dangers of following the path of development as is being done. These perspectives are varied and touch upon different facets of the development process, all highlighting a need to move away from traditional modes of thinking into newer unexplored directions. The course will supplement other courses on the theme of development by making the discussion more contemporary and relevant.

c. Overall structure:

The course introduces the students to the problems unleashed by the current process of development, not only in India but around the world. It covers a range of important issues which make it pertinent to rethink the very conceptualization of development. The traditional theories are included only briefly while the bulk of the course concentrates on the important strands of thought regarding what should constitute real development.

d. Contents

Module 1: Economics for the Common Good [4 weeks]

Points of emphasis: The question of what has happened to the pursuit of the common good; limits of the market; the great macroeconomic challenges related to climate change, labour markets and financial markets.

Readings:

- Tirole, Jean (2017) Economics for the Common Good, Princeton University Press.

Introduction: Whatever happened to the Common Good, pp.1-12; Chapters 2 (The Moral Limits

of the Market), pp.33-61; 8 (The Climate Challenge),pp.195-230,9 (Labour Market Challenges),pp.231-264, 11 (What Use is Finance),pp. 296-325,12 (The Financial Crisis of 2008), pp.326-352,.

- De Grauwe, Paul (2017), *The Limits of the Market- The Pendulum between Government and Market*, Oxford University Press, UK. Chapters 1-4; pp.1-54. Chapter 13; pp.143-155.

Additional reading (Optional):

- Fox, Justin (2009), *The Myth of the Rational Market*, HarperCollins. New York.

Module 2: Less is Better – Challenging Conventional Economic Assumption [2 weeks]

Points of emphasis: The challenges to the conventional economic assumption of consumer demand that more is better (MIB); pressure on resources and sustainability.

Readings:

- Akerlof, George and Robert J. Shiller (2015), *Phishing for Phools: The Economics of Manipulation and Deception*, Princeton University Press. Introduction and Chapter 1, 2,pp.1-40; Afterword, pp.163-173.
- Brown, Clair (2017), *Buddhist Economics- An Enlightened Approach to a Dismal Science*, Bloomsbury Press, USA.; Chapters 1-4, pp.1-83.

Additional reading:

- Schumacher, E.F. (1973) *Small is Beautiful: A Study of Economics As If People Mattered*, Blond and Briggs (now HarperCollins)

Module 3: Hunger and Inequality [2 weeks]

Points of emphasis: Two major problems that the development process has caused; India has been ranked 103 among 119 nations in the 2018 Global Hunger Index, falling behind Bangladesh, Nepal and Sri Lanka. The current debate around inequality.

Readings:

- Dreze, Jean, Amartya Sen and Athar Hussain (1993), *The Political Economy of Hunger*, Oxford University Press, New Delhi.; Chapter 1, pp.1-49 (Dreze and Sen)
- Piketty, Thomas (2015) *The Economics of Inequality*, The Belknap Press of Harvard University Press, USA. Chapters 1-3; pp.1-99.

- Dreze, Jean (2017) *Sense and Solidarity- Jholawala economics for everyone*, Permanent Black, Ranikhet. Pp.22-45

Additional Reading: (Optional)

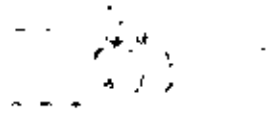
- De Grauwe, Paul (2017), *The Limits of the Market- The Pendulum between Government and Market*, Oxford University Press, UK. Chapter 12 (*The World of Piketty*); pp.131-142.
- Politics weekly Podcast: inequality and the Thomas Piketty phenomenon
- Varoufakis, Yanis (2016), *And The Weak Suffer What They Must- Europe, Austerity and The Threat to Global Stability*, Penguin Random House, UK.
- Siegel, Benjamin Robert (2018), *Hungry Nation: Food, Famine and the Making of Modern India*, Cambridge University Press, UK.

Module 4: Development with Dignity [4 weeks]

Points of emphasis: The concept of development as given in conventional models as well as the changing conceptualizations, some of the critiques and why development is being thought of from different vantage points.

Readings:

- Sen, Amartya (1988), *The Concept of Development*, *Handbook of Development Economics*, Volume I, ed. T.N Srinivasan, H.B.Chenery, J.R. Behrman and D. Rodrik pp.9-26.
- Thirlwall, A.P. (2005), *Growth and Development- With special reference to Developing Economies*, Palgrave Macmillan, UK, Chapter 1.
- Ray, Debraj (1998), *Development Economics*, Princeton University Press, Chapter 1, pp.7-46.
- Escobar, Arturo (1995) *Encountering Development: The Making and Unmaking of the Third World*, Princeton University Press, pp.21-54.
- Bagchi, Amiya Kumar (2009), *The Capability Approach and the Political Economy of Human Development*, in Kaushik Basu and Ravi Kanbur ed. *Arguments for a Better World- Essays in Honor of Amartya Sen, Volume II: Society, Institutions and Development*, Oxford University Press, New York: Chapter 2, pp.31-47.
- Toye, John (2003), *Changing Perspectives in Development Economics*, in Ha-Joon Chang. ed. *Rethinking Development Economics*, Anthem Press, pp.21-40.
- Bhaduri, Amit (2005), *Development with Dignity*, National Book Trust, New Delhi. Chapters 1-6
- Bhaduri, Amit (2009), *The Face You Were Afraid to See- Essays on the Indian Economy*, Penguin Books India Ltd., New Delhi. Introduction, pp.1-17; Chapters 1,2,3: p.21-82; Chapter 6,



pp.125-145.

- Padel, Felix, Ajay Dandekar and Jeemol Unni (2013), *Ecology, Economy*, Orient Blackswan Ltd. Delhi.:Preface: What is Real Development? pp. xv-xx; Chapter 2, Adivasi Economics, pp.21-46.

Additional Reading: (Optional)

- Sen, Amartya (1983) *Development: Which Way Now?* Economic Journal, 93(372), pp.745-762.
- Vos, Rob, J.A Ocampo and A.L. Cortez (2008), *Ageing and Development*, Zed Books.

8. Pedagogy:

a. Instructional design

The course will combine lectures, group activities, class discussions, and student presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The faculty at SLGC are well equipped to teach the course. A background in Economics is an added advantage but not a requirement.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments):

Class participation: 10%; Class presentation: 20%; Class assignment/mid-term/home assignment: 30%; End-term: 40%

Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on ...November 10, 2018...and has been approved in the present form.

Amir Alwan
Signature of the Dean of the School

Ambedkar University Delhi (AUD)

Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)

Minutes of the 5th Meeting held on April 16 and 22, 2019, Kashmere Gate Campus, AUD

The 5th Meeting of the SCPVCE was held on April 16 and 22, 2019 at the Kashmere Gate Campus of AUD.

The following members were present:

Prof. Jatin Bhatt	Chairperson
Prof. Anup Dhar	Member
Prof. Anil Padwad	Member
Prof. Honey Oberoi Vahali	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Prof. Sanjay Kumar Sharma	Member
Prof. Mohdammad Shariq Farooqi	Member
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyam	Member
Dr. Sunita Singh	Member
Prof. Sitansu Sekhar Jena	Member
Prof. Vrinda Datta	Member

Regrets: Dr. Anuj Bhuwania, Prof. Chandan Mukherjee, Ms. Shefalee Jain could not attend the meeting on both the days.

Prof. Krishna Menon could not attend the meeting on 16.04.2019.

Prof. Sanjay Kumar Sharma could not attend the meeting on 22.04.2019.

Special Invitees: Mr. Akha K. Mao, Mr. Ankush Rathor, Ms. Fariha Siddiqui, Mr. Nikhil Singh Charak attended the meeting on both the days.

Dr. Divya Chopra attended the meeting on 16.04.2019.

Dr. Monishita Hajra Pande attended the meeting on 22.04.2019.

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCPVCE in its deliberations.

Professor Jatin Bhatt welcomed the members to the meeting of SCPVCE.

Due to continued unavailability of Ms. Shefali Jain as the convenor, it was decided that Dr. Sunita Singh, SES will serve as the convenor of the SCPVCE

The following agenda items were discussed:

1. To consider the recommendations of the Board of Studies of School of Design on the following:
Proposal for restructuring of the 5-semester MDes Social Design programme into 4-semester programme

Dean, School of Design. Professor Suchitra Balasubrahmanyam and Programme Coordinator, Ms. Divya Chopra presented the restructuring of the 5-semester MDes Social Design programme into a 4-semester. The restructuring was approved at the 11th meeting of the Board of Studies of the School of Design held on March 8, 2019. The rationale for the restructured programme stems from the following aims to: (i) reduce the overall fees for students and make the programme more accessible, (ii) offer more choices in the curriculum over the four semesters, (iii) offer possibilities of industry/organisational collaborations, (iv) reduce teaching load in the odd semester when semesters 1, 3, and 5 are taught together, (v) allow for faculty research to be nurtured, (vi) convert thesis into studio and (vii) bring the programme at par with other Master's programmes at AUD. These changes were explained as:

- The restructuring allows students more flexibility in curating their own pathways through the programme; a student with a non-design background could choose design electives offered by the School to strengthen design abilities and the design student could strengthen social science approaches through university electives. Students of both backgrounds would also have choice of conceptual design electives offered by faculty, emanating from their own expertise and research areas.
- The proposed formulation would enable faculty to advance their research interests through thematic Studios in each semester and through School electives. It was underlined that the faculty continues to teach and develop courses beyond their core training and expertise and introducing necessary knowledge and experience through visiting faculty and invited experts. This is borne out by the fact that no course in the 5-semester format has been removed but each one has been accommodated in the restructured 4-semester format as 'core' or 'elective' whereas, they were all designated as 'core' earlier.
- In the 5-semester format, the Monsoon Semester had three batches of students, namely, Semester 1, Semester 3 and Semester 5 (Final Project). This meant that over and above the 8-credits of teaching, each faculty member was also supervising a number of final projects for which they received 2 credits bringing the total to 10. In effect, in the Monsoon Semester, each faculty member has had an extra teaching load in this manner. The proposed structure converts the final project into a taught studio thus, eliminating the 20% excess teaching load in the Monsoon Semester. The 'taught' component would also mitigate delays and the 'bleeding' of final project-supervision into the Winter Semester (thus extending the supervision pressure) would also be terminated, thus easing pressure on faculty members.
- Project boundaries get articulated into design briefs through Studios. The studios address this aspect through articulating social and spatial units along with specified inputs with respect to pragmatic aspects of implementation (infrastructure, finance, human resources). Additionally, this is addressed through various design electives being offered in the respective semesters.

The following were the recommendations by the SCPVCE:

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- While only two batches of students have graduated, the programme could reflect upon the "vision" of their graduates.
- The shift of 'core' courses to 'electives' may reflect a change in the vision of the programme. The revised document could incorporate the programmatic vision.
- Studios have been re-articulated to include design research methods in a systematic and incremental manner through the first three studios. This rationale for incorporating Research Methods in the restructured design needs to be explained in the document.
- The articulation of project boundaries into design briefs in the proposed programme structure could be explained in the programme document.

After due deliberations, the SCPVCE resolved to recommend the following to Academic Council for consideration:

- *Proposal for Restructuring of the 5-semester MDes Social Design programme into a 4-semester programme.*
 - *Change in the type of courses (core/elective) (which have already been approved by the Academic Council).*
- 2. To consider the recommendations of the Board of Studies of School of Vocational Studies (SVS):**
- a. **Concept note on BVoc (Accounting & Finance)**
 - b. **Concept note for offering post-graduation programme in Tourism & Hospitality and Retail Management**
 - c. **Proposal for issuing certificate to BVoc students at the NSQF Levels (Level 4 to 7)**
 - d. **Changes in the credit allocation of courses in semester 1& 2 BVoc ECCME**
 - e. **Curricula for Semester 5, Monsoon Semester 2019**
- a. **Concept note on BVoc Accounting and Finance:** The concept note for the proposed BVoc programme in Accounting and Finance to be launched in the Monsoon semester 2019 was presented by Professor Sitansu S Jena, Dean SVS. This vertical would provide job opportunities for students since Accounting and Finance is one of the important components of almost every institution, organization, industry, etc. The School is also in close interaction with the Institute of Chartered Accountants of India (ICAI) for theoretical and practical aspects of the BVoc in Accounting & Finance programme.

The following were the recommendations by the SCPVCE:

- *After due deliberations, the SCPVCE resolved to recommend the **Concept Note on BVoc (Accounting & Finance)** be placed at the next meeting of Academic Council for consideration*
- *The SCPVCE also recommended that due consultation and evaluation of infrastructure and resources be carried out before considering the launch of the programme. The programme*

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structure and courses should be put to the Academic Council after due approval from the BoS and SCPVCE.

- **Concept note for offering post graduate programme in Tourism and Hospitality and in Retail Management** was presented by Professor Sitansu S Jena, Dean SVS. It was informed that the new post graduate programmes in SVS will help in reaching out to more students across programmes and disciplines. It will also help the School to expand and broaden its impact on and serve the demand of the students' as well as the industry demands for well-educated and trained candidates at the higher level. These programmes will enhance their opportunities and possibilities of entering the job market as management trainee to manage and run the market/industry and also be able to set up their own entrepreneurship and start up.

The following were the recommendations by the SCPVCE:

The SCPVCE suggests the need to have a series of consultative meetings in the School with invited faculty from other Schools and also other invited practitioners for thorough deliberations on the following points:

- i. What is the need and vision for a Master's programme in SVS?
- ii. What is the added value in the proposed Master's programme from that of the 3 year rigorous BVoc programmes being offered in SVS?
- iii. What is the role of the Master's programme in Vocation?
- iv. What are the possibilities in Vocation for graduates from other programmes coming at the Master's level?
- v. Will the Masters programme be able to critique the existing vocational approach?
- vi. Will the Masters programme in Vocation helps/contribute research in the area of vocation?
- vii. Research in the area of skill development has not been explored. Would the Master's programme focus on research?

After due deliberations, the SCPVCE resolved that the above issues should be deliberated upon prior to considering the proposal.

- b. Proposal for issuing certificate to BVoc students at the NSQF Levels (Level 4 to 7):** The BVoc programmes have the provision for multiple entries and multiple exits during the 3 years Bachelor Degree Programme. This provision is as per the University Grants Commission (UGC) guidelines on BVoc programmes and as per the National skill Qualification Framework (NSQF). The proposal was to provide the Certificate/ Diploma/ Advance Diploma and the degree to all those students who fulfils the minimum passing criteria at every exit point/level.

The following was the recommendation by the SCPVCE:

- *After due deliberations, the SCPVCE resolved to not recommend the SVS Proposal to issue certificate/diploma to every student at each exit level if students are not exiting the programme.*

- The SCPVCE resolved that "only those students exiting from the programme after completion of the courses at different NSQF levels could be issued the certificate/diploma/degree" and recommended this to be placed this at the next meeting of Academic Council.
- c. Changes in the credit allocation of courses in semester 1 & 2 BVoc Early Childhood Centre Management and Entrepreneurship:** Three changes were proposed:
- i. Changes were proposed in the nomenclature to change "On the Job Training" (OJT) to "Field-based Internship" because students are new to the field and are not paid any allowance. They generally observe the setting and shadow the staff and only later are able to take some responsibilities at the respective sites.
 - ii. **Combining credits of OJT** because the OJTs for the semester and summer/winter break are in continuation.
 - iii. **Reducing credit load:** Courses on "Self-Development and Entrepreneurship" (from 2 to 1) (Workshop), "Early Stimulation and Intervention" (Theory) (from 4 to 2) and "Material Development for Enhancing Play of Young Children" (Workshop) (from 2 to 1) were proposed with reduced credit for reducing content and making them more appropriate for the job role.

The following were the recommendations by the SCPVCE.

- Nomenclature of 'on the job training' (OJT) to field-based internship was recommended to simply call it as 'internship' by the SCPVCE.

After due deliberations, the SCPVCE resolved to recommend the SVS Proposal for 'Changes in the credit allocation of courses in semester 1 & 2 BVoc Early Childhood Centre Management and Entrepreneurship' to be placed at the next meeting of Academic Council for consideration.

d. Curricula for Semester 5, Monsoon Semester 2019

SKILL COURSES OF BVOC EARLY CHILDHOOD CENTRE MANAGEMENT & ENTREPRENEURSHIP (ECCME)

- i) Inclusive Early Childhood Centre: Design and Setup
- ii) Early Childhood Care Services and Systems: Models & Approaches
- iii) Understanding Children's Social Emotional Worlds

Workshops:

- i) Designing an Inclusive Centre
- ii) Marketing of an Early Childcare Centre
- iii) Socio- Emotional Needs in Childhood Years

Field-based Internship

Courses:

- i) **Inclusive Early Childhood Centre: Design and Setup:** The course will focus on understanding the significance of inclusion and how the child care environment needs to address diverse needs through design. It will also focus on creating responsive and enabling environments to ensure the participation of all children at the centre.

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- ii) **Early Childhood Care Services and Systems: Models & Approaches:** The purpose of this course is to examine developmentally and contextually appropriate curricula, current issues and practices at the day care. It will address inquiry based curriculum, planning for all domains of child development and learning. In order to address the diverse needs of children, it is necessary that facilitators, supervisors and managers are well informed about various approaches to curriculum development and transaction and their relevance to the day care setting.
- iii) **Understanding Children's Social Emotional Worlds:** Children's social-emotional worlds emerge through their relationships with members of families, friends, individuals at the day care centre and also through the experiences that emerge in their engagement in conversations, nurturance and other facets of learning in their day to day experiences. The course will focus on creating some specific strategies for creating an atmosphere that is conducive for the social-emotional development of young children.

The following were the recommendations by the SCPVCE:

- A theme on 'Children's consumption' was suggested to be included.
- Some readings on child psychology may also be included

Workshops:

- i) **Designing an Inclusive Centre:** These workshops will be linked to the course 'Designing and setting up an inclusive early childhood centre'. It will enable centre heads to identify the potential barriers for creating an inclusive centre, understand the concept of using Universal Design for Learning and develop a prototype of an inclusive centre.
- ii) **Marketing of an Early Childcare Centre:** This workshop will prepare prospective centre heads to create an impact of the centre on the minds of parents who are the potential customers for the business. In this course students will be equipped with skills to prepare a strategic plan of marketing for the centre which can include making/attending phone calls, conversations with parents, creating brochures, banners and handling social media of the centre. This will enable students to create a 'touch point' with the customers.
- iii) **Socio-Emotional Needs in Childhood Years:** This workshop will introduce students to reflect on their own emotions and feelings and how they have addressed it in their lives and ways they have been able to find support (or not). The workshops will further enable future centre heads to understand the emotions and feelings that children bring into a day care centre and the dynamics at the centre in order to create ways to address these issues with young children at the centre.

Field-based Internship: The focus of the Internship this year is to develop skills to become centre head/entrepreneur at the centre—for setting up a centre, creating, planning, managing and

conducting activities and routines and also for providing guidance to the facilitators and supervisors.

The following were the recommendations by the SCPVCE:

- Need to see the possibility of using portfolio instead of reflective journal for assessing students during their long internship.
- Nomenclature could be "Internship"
- A summary of the 6 semester's internship be presented in a single page. This could include the learning objectives and outcomes of the internship, progression and differentiation of the semesters with how the internship will be monitored.

After due deliberations, the SCPVCE resolved to recommend the 'Bvoc Early Childhood Centre Management and Entrepreneurship (Semester 5) courses' to be placed at the next meeting of Academic Council for consideration.

SKILL COURSES OF RETAIL MANAGEMENT. The following courses were presented.

- i) Buying & Merchandising Management
- ii) IT Application in Retail
- iii) Process Compliance, Loss Prevention and Shrinkages
Industrial Internship

i) Buying and Merchandising Management. This course aims to understand the concept of buying and merchandising management and manage customer relationship, manage manpower and also manage the procurement of merchandise, able to keep a healthy, safe and hygienic retail store

The following was the recommendation by the SCPVCE:

- The concept of 'quality' in module 1 should be added.

ii) IT Application in Retail This course aims for students to understand the role of retail IT landscape and technology, point of sale and execution system, use of technology in CRM and loyalty programme and in retail business intelligence.

The following was the recommendation by the SCPVCE.

- SCPVCE members discussed that the scope of the course was such that the content could be transacted only in a theory course whereas a project-based approach might be more meaningful so that the theory-practice connections could be brought out for the students. Keeping this in mind, the course content could be designed.

iii) Process Compliance, Loss Prevention and Shrinkages: The course aims to develop knowledge related to the process compliances in retail store and impart skills through loss prevention techniques and minimize the shrinkages.

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Industrial Internship: This internship enables students to forge connections between the theoretical concepts in the on-campus curriculum and industry. The internship for the programme differs from year-to-year depending on the job roles.

The following were the recommendations by the SCPVCE:

- This difference in the job roles needs to be stated explicitly so that the distinctions in the different internships are clear.
- The title "industrial internship" needs to be reconsidered. It could be named by the respective job roles.

After due deliberations, the SCPVCE resolved to recommend the 'BVoc Retail Management (Semester 5) courses' to be placed at the next meeting of Academic Council for consideration with the recommendations incorporated.

SKILL COURSES OF TOURISM & HOSPITALITY: The following courses were presented:

- i) Food Production Operations
- ii) Catering Management
- iii) Food & Beverage Management

- i) **Food Production Operations:** This course aims to provide an understanding of the basic quality cooking concepts used in the industry and also focus on preparation of menu for various clients such as, students, industry, transport facilities, cruise liner, railway, air catering, etc.

The following were the recommendations by the SCPVCE:

- This course could emphasise how to understand the nutritive value of food labels and nutritive needs of different age groups.
- Discussions on the shelf life of food and food adulteration could also be brought in.
- Aspects of food production such as, organic farming, rooftop farming and future of food and sustainability could be brought in.
- The science behind why certain steps need to be followed in food production could be discussed so that students have a deeper understanding of the steps.
- Instead of "Indian regional cuisine", Module 3 could be renamed as "Regional diversity of cuisine."

- ii) **Catering Management:** The course focuses on various catering establishments with respect to manufacturing process, brands and latest trends.

The following was the recommendation by the SCPVCE.

- The course could focus on the significance of digestives in the Indian context.
- iii) **Food & Beverage Management:** The course focuses on understanding how a bar functions, its planning and running operations. It also emphasises on various food costs, sales, inventory control, and aspects of beverage control, implementation of engineering techniques and preparation and serving of some famous cocktails.

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After due deliberations, the SCPVCE resolved to recommend the 'BVoc Tourism and Hospitality (Semester 5) courses' to be placed at the next meeting of Academic Council for consideration.

GENERAL EDUCATION COMPONENT: The following courses were presented:

- i) Introduction to Basic French- II
- ii) Life Competencies for Sustainable Employability(LCSE)
- iii) Understanding Language Diversity in India
- iv) Exploring India and its Diversity

- i) **Introduction to Basic French II:** The course develops at a progressive step from *Introduction to Basic French* as offered in Semester 4. It includes themes, grammar and vocabulary. The idea is also to provide a platform to facilitate learning language apps and other online platforms.

The following was the recommendation by the SCPVCE:

- It was suggested that linkages with Alliance France could be explored.

- ii) **Life Competencies for Sustainable Employment:** has been designed to bridge the gap between expectations of employers and potential employees; and to equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

The following were the recommendations by the SCPVCE:

- Focus on "engaged employee" in place of "happy employee".
- Understanding of the role played by gender and other social factors in workplace could be incorporated in the course.

- iii) **Understanding language diversity in India:** The course aims to engage with questions around linguistic diversity, politics of language and multilingual spaces. It also critically engages with basic concepts of sociolinguistics to apply these to everyday interactions. It will enable students to understand customer needs and expectations.

The following were the recommendations by the SCPVCE.

- The course could focus on language diversity and scripts to examine the hierarchy of languages with no script, languages with multiple scripts and so on.
- Aspects of how we form prejudices around language, accent and linguistic stereotype could be discussed.
- This course would be relevant for "Tourism and Hospitality" vertical also.

- iv) **Exploring India and its Diversity:** The course will orient and expose students to the diversities of India. It will also enable students to engage with issues of stereotyping people/culture/ethnicity, etc., representation of gender in each of these communities, diversity and inequality.




The following were the recommendations by the SCPVCE:

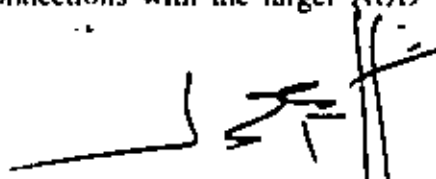
- In the current context, the homogenising culture could be discussed in the course.
- For different verticals, students could explore various aspects, for example, where does food come from.

After due deliberations, the SCPVCE resolved to recommend the 'BVoc General Education Component (Semester 5) courses' to be placed at the next meeting of Academic Council for consideration.

Overall discussion on programmatic aspects for the School of Vocational Studies

1. SCPVCE members raised the issue if it was a good educational model for a School to manage a programme where faculty do not have the expertise. There should have been expert faculty for each domain in SVS. Managing the programmes needs expertise and disciplinary leadership and cannot be done by the Dean of the School alone. This challenge is reflected in many aspects of the curriculum development process where the Programme Managers are working in areas in which they do not have expertise.
2. At present, the BVoc programmes seem to differ from other programmes at AUD due to the unique nature of the School and the prescribed structures from the external bodies. However, SVS should work in close consultation with other AUD faculty to characterise the programmes with thought leadership and reflexivity inculcated in the graduates. SVS could also explore initiating an "Occasional lecture series" by AUD faculty members and panel discussions on topics that could be relevant to the verticals. This would enable the School to forge connections with the larger AUD community.


(Sunita Singh)
Convener


(Jatin Bhatt)
Chair, SCPVCE

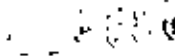
PROPOSED RESTRUCTURE OF

MDES (SOCIAL DESIGN) PROGRAMME

FROM 5 SEMESTERS (2 ½ YEARS) TO 4 SEMESTERS (2 YEARS)

Approvals

- Approved by School of Design Board of Studies: 8 March 2019
- Approved by Standing Committee for Professional, Vocational and Continuing Education (SCPVCE): 16 April 2019


**PROPOSED RESTRUCTURE OF
MDES (SOCIAL DESIGN) PROGRAMME
FROM 5 SEMESTERS (2 ½ YEARS) TO 4 SEMESTERS (2 YEARS)**

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Background

The proposed change in the Master of Design (Social Design) programme has been made following a review of the programme five years after its inception in 2013.

In 2013, the programme comprised 110 credits spread unevenly over 5 semesters. The first change was made in 2014 when the programme was recalibrated to comprise 100 credits spread evenly over 5 semesters of 20 credits each. In 2016, the programme was restructured into three verticals of Design Skills, Critical Frameworks and Studio consisting of 'Foundation' and 'Core' courses and opening up a fourth vertical space enabling student to choose electives offered by other Schools. (See Annexure 1 for details)

Proposed restructure of MDes (Social Design) programme from 5 semesters (2 ½ years) to 4 semesters (2 years)

A restructure of the MDes (Social Design) programme is proposed from the existing 5 semesters to 4 semesters. This change stems from:

- a. Structured course and semester feedback sessions with students using Open Spaces Method facilitated by an external expert.
- b. Alumni feedback using Open Spaces Method with detailed feedback gathered on individual courses, semester experiences and suggestions based on experiences at workplace.
- c. Better articulation of social design as a discipline through the thesis projects supervised thus far.
- d. Greater articulation of the attributes of a Social Designer based on workplace feedback from alumni and feedback received from visiting faculty, semester-end evaluators and thesis examiners from within AUD and from external experts.

MDES (SOCIAL DESIGN)

PROPOSED PROGRAMME STRUCTURE: From Academic Session of 2019 onwards

SEMESTER	CREDITS 4	CREDITS 4	CREDITS 8	CREDITS 4
	CRITICAL FRAMEWORKS	STUDIO	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	UNIVERSITY ELECTIVES
1 20 credits	AESTHETICS OF FORM & EXPERIENCE Core	SOCIAL DESIGN STUDIO 1 Core	<ul style="list-style-type: none"> • Learning to See • Materials and Processes • Introduction to Social Design • User Experience/User Interface 	
2 20 credits	UNDERSTANDING INTERSECTIONALITY Core	SOCIAL DESIGN STUDIO 2 Core	<ul style="list-style-type: none"> • Data Visualisation • Project Management • Examining Rural and Urban • History of Design: Local and Global 	
	INTERNSHIP Core			
3 20 credits	ECOLOGY, ENVIRONMENT & DEVELOPMENT Core	SOCIAL DESIGN STUDIO 3 Core	<ul style="list-style-type: none"> • Technology and Society • Media and Communication • Social Entrepreneurship • Emerging Theories of Design 	
4 20 credits	DESIGN & DEMOCRACY Core	SOCIAL DESIGN STUDIO 4 (FINAL PROJECT) Core	<ul style="list-style-type: none"> • Architectural History • Information Technology and Social Networks • Reading the City • Design Practice and Ethics 	
TOTAL: 80 credits				

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MAIN FEATURES OF PROPOSED RESTRUCTURE FOR 2019 Cohort

The following are the key features of proposed restructured programme:

1. The programme consists of 4 semesters of 20 credits each spread over two years (reducing one semester from the earlier 5-semester format spread over 2 ½ years).

Total credits reduced from 100 to 80

2. It distils the 'Core' content to 8 essential courses:

4 thematic studios (aligned to faculty interests, expertise and research areas) of 8 credits each, one in each of the four semesters and

4 'conceptual frameworks' courses of 4 credits each, one in each of the four semesters.

Thus, each semester would have one core studio and one core conceptual frameworks course totalling 12 credits out of the semester total of 20 credits.

3. Attributes of a Social Designer

Based on the experience of teaching five cohorts of students and receiving feedback from three cohorts of alumni, we have arrived at a tentative list of attributes of the Social Designer. The list includes some of the attributes of 'traditional' designers and emphasises a sound understanding of the 'social' landscape underpinning design. Thus, a social designer should have the ability to:

- Observe, map and analyse environment and represent the outcomes visually
- Develop critical frameworks towards complex social dimensions, environmental sustenance and human rights
- Identify opportunities for action/improvement in multi-disciplinary modes
- Create frameworks for participatory/collaborative/user centric design
- Ideate and prototype proposals for transformation through a reiterative process
- Frame project proposals towards implementation and financial viability
- Apply above in public domain through systems and services at the varied scales of engagement from micro to macro, covering progressively expanding social and spatial units.

Thus, in the proposed resturcture:

An entrant with a social science background would get a core design training through Studios coupled with a social design conceptual orientation through the conceptual frameworks core course.

An entrant with a design background would get be introduced to a social design practice through Studios coupled with a social design conceptual orientation through the conceptual frameworks core course.

The programme continues to explore the social applications of design to create more accessible, inclusive and sustainable public services and systems through participatory and collaborative design methods. The areas of focus that have emerged over the last 5 years include public health services, education, transit oriented systems, waste management, community networks and livelihoods pertaining to informal economies and critical evaluation of the role of design within digital technologies in terms of social media, user interfaces and experiences, privacy.

The design framework emerging out of the programme is beginning to look at the city as a canvas at varying scales of engagement from the micro to the macro. This understanding lies at the intersection of the social and the spatial, where the parts are being understood in relation to the whole, the local contingences are connected to external global forces and the individual is representative of a larger collective. This design approach along with analytical and communication abilities will equip the students towards working in complex settings and across varied thematic.

4. The Studios have been detailed to reflect a progression in expansion of social complexity and spatial coverage and didactic content as detailed below:

SEM	CREDITS 8	STUDIO REMIT AND DIDACTIC CONTENT		
		SOCIAL UNIT	SPATIAL UNIT	DESIGN / TECHNICAL SKILLS
1	SOCIAL DESIGN STUDIO I	Household	Street / Public Space	<ul style="list-style-type: none"> • Design Process • Action Research • Qualitative & Quantitative Research • Participatory Methods • Costing / Budgeting
2	SOCIAL DESIGN STUDIO II	Community	Neighbourhood	<ul style="list-style-type: none"> • Stakeholder Mapping • Ecosystem Mapping • User / Worker Journey mapping • Service Blueprint • Business Model Canvas
3	SOCIAL DESIGN STUDIO III	Organization	District / City	<ul style="list-style-type: none"> • Systems Mapping • Research Design • Data Visualization • Co-Design Methods • Project proposal
4	SOCIAL DESIGN STUDIO IV (FINAL PROJECT)	Integration of all courses and projects of preceding semesters to explore one of the following: Professional project Research project Entrepreneurial project		<ul style="list-style-type: none"> • Project Documentation • Issue advocacy and campaign • Collaborating with subject experts • Project design and management

The proposed re-structure returns to the original conception of a single-semester final project, reimagining it from a self-directed project by the student to a taught studio which is structured and time-bound. This is based on the observation that all students have delayed their final projects beyond the fifth semester by 2 to 16 months with an average delay of 4 to 6 months. Feedback from students has indicated that they are unable to structure time and work in a self-directed manner as originally anticipated at the inception.

5. In the above re-articulation, design research methods have been included in a systematic and incremental manner through the first three studios as highlighted below:

SEM	CREDITS 8	STUDIO REMIT AND DIDACTIC CONTENT		
		SOCIAL UNIT	SPATIAL UNIT	DESIGN / TECHNICAL SKILLS
1	SOCIAL DESIGN STUDIO I	Household	Street / Public Space	<ul style="list-style-type: none"> • Design Process • Action Research • Qualitative & Quantitative Research • Participatory Methods • Costing / Budgeting
2	SOCIAL DESIGN STUDIO II	Community	Neighbourhood	<ul style="list-style-type: none"> • Stakeholder Mapping • Ecosystem Mapping • User / Worker Journey mapping • Service Blueprint • Business Model Canvas
3	SOCIAL DESIGN STUDIO III	Organization	District / City	<ul style="list-style-type: none"> • Systems Mapping • Research Design • Data Visualization • Co-Design Methods • Project proposal

This amalgamation of research methods into the studios has been done in response to consistent student feedback over the last three years. They have indicated duplication of research methods inputs when they have been delivered in the separate design research methods course and again in the first-semester studio. They have also pointed out to duplication across semesters when each studio repeats the same methods without introducing new methods with progression of scale. A third aspect is that if all methods are briefly introduced in a first-semester design research methods course, they are forgotten by the time their application is needed in a later studio in another semester. Hence an attempt has been made here to integrate research methods in each field-based studio so that methods and their practical application are integrated.

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6. The re-articulation of Studios addresses the challenge of drawing project boundaries and converting them into actionable design briefs which is a key concern in the project delays. This is achieved through specifying each studio's remit in terms of social and spatial units along with specified inputs with respect to pragmatic aspects of implementation (infrastructure, finance, human resources) as highlighted in bold in the design / technical skills column in the table below).

SEM	CREDITS 8	STUDIO REMIT AND DIDACTIC CONTENT		
		SOCIAL UNIT	SPATIAL UNIT	DESIGN / TECHNICAL SKILLS
1	SOCIAL DESIGN STUDIO I	Household	Street / Public Space	<ul style="list-style-type: none"> • Design Process • Action Research • Qualitative & Quantitative Research • Participatory Methods • Costing / Budgeting
2	SOCIAL DESIGN STUDIO II	Community	Neighbourhood	<ul style="list-style-type: none"> • Stakeholder Mapping • Ecosystem Mapping • User / Worker Journey mapping • Service Blueprint • Business Model Canvas
3	SOCIAL DESIGN STUDIO III	Organization	District / City	<ul style="list-style-type: none"> • Systems Mapping • Research Design • Data Visualization • Co-Design Methods • Project proposal
4	SOCIAL DESIGN STUDIO IV	Integration of all courses and projects of preceding semesters to explore one of the following: Professional project Research project Entrepreneurial project		<ul style="list-style-type: none"> • Project Documentation and reporting • Issue advocacy and campaign • Collaborating with subject experts • Project design and management

7. Apart from the core courses, the remaining 8 credits of each semester would consist of School and University electives allowing students more flexibility in curating their own pathways through the programme; a student with a non-design background could choose design electives offered by the School to strengthen design abilities and the design student could strengthen social science approaches through university electives. Students of both backgrounds would also have choice of conceptual design electives offered by faculty, emanating from their own expertise and research areas.

8. The proposed restructuring proposes no new courses nor does it eliminate any courses in present format; courses have only been re-positioned as 'core' or 'elective' and in some cases shifted across semesters.

9. The shift of 'core' courses to 'electives' reflect no change in the vision of the programme which continues to explore the social applications of design to create more accessible, inclusive and sustainable public services and systems through participatory and collaborative design methods. The areas of focus that have emerged over the last 5 years include public health services, education, transit oriented systems, waste management, community networks and livelihoods pertaining to informal economies and critical evaluation of the role of design within digital technologies in terms of social media, user interfaces and experiences, as well as privacy.

Instead the restructuring attempts a sharper articulation of the vision in terms of three "visions" or professional pathways for students based on the employment choices, experiences and aspirations of three batches of graduates (cohorts of 2013, 2014, 2015):
Professional Design – encompassing User Experience/User interface, Communication design, Digital Interfaces and so on, areas which intersect with a more 'conventional' design practice.

Entrepreneurship – focussed on spotting a problem of social significance, innovating a impactful solution through design thinking and prototyping and incubating it into a viable, sustainable, enterprise.

Design Research – a reflective path involving theoretical exploration of the intersection of social issues and design and articulation through writing and/or policy formulation.

The proposed restructuring supports students to find their own path and customise their education through strategic choice of electives to develop relevant skills/understanding. It also takes into account the prior educational backgrounds and experiences of students (as the programme admits undergraduates from all disciplinary backgrounds) as suggested by the examples below:

EXAMPLE PATHWAYS OF DISCIPLINARY COMPETENCIES (THROUGH CHOICE OF SPECIFIC ELECTIVES) LEADING TO SPECIFIC PROFESSIONAL PROFILES:

1. **Non-design student wishing to 'major' in Professional Design (job with an org):**
 - a. SEM 1: UI/UX
 - b. SEM 2: Project Management, Data Visualisation
 - c. SEM 3: Media and Communication
 - d. SEM 4: Information Technologies and Social Networks

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2. Design student wishing to 'major' in Entrepreneurship (social innovator):

- a. SEM 1: Intro to Social Design
- b. SEM 2: Project Management
- c. SEM 3: Social Entrepreneurship
- d. SEM 4: Information technology and Social Networks

3. Design student wishing to 'major' in Design Research/Research

- a. SEM 1: Emerging Theories of Design
- b. SEM 2: Reading the City / Examining Rural and Urban
- c. SEM 3: Technology and Society
- d. SEM 4: Architectural History

10. Over time, it is hoped that a separate vertical of design electives will provide space for faculty to bring their expertise and research interest more fully into the programme structure.

11. The removal of the fifth semester eliminates extra faculty workload in Monsoon Semester (2 credits of final project supervision over and above 8 credits of teaching)

In the 5-semester format, the Monsoon Semester had three batches of students, namely, Semester 1, Semester 3 and Semester 5 (Final Project). This meant that over and above the 8-credits of teaching, each faculty member was also supervising a number of final projects for which they received 2 credits bringing the total to 10. In effect, in the Monsoon Semester, each faculty member has had an extra teaching load in this manner. The proposed structure converts the final project into a taught studio thus eliminating the 20% excess teaching load in the Monsoon Semester. The 'taught' component would also mitigate delays and the 'bleeding' of final project-supervision into the Winter Semester (thus extending the supervision pressure) would also be terminated, thus easing pressure on faculty members.

12. The proposed re-structuring shortens the duration of the programme

Bringing it at par with other Master programmes at AUD

Reducing cost of the programme by 20% (which was an significant reason for students choosing other alternatives at AUD)

**PROPOSED RESTRUCTURE OF MDES (SOCIAL DESIGN) PROGRAMME
DETAILS OF COURSE CHANGES WITH RATIONALE OF PROPOSED CHANGES**

SEMESTER	CREDITS 4	CREDITS 4	CREDITS 8	CREDITS 4
	CRITICAL FRAMEWORKS	STUDIO	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	UNIVERSITY ELECTIVES
1 20 credits	AESTHETICS OF FORM & EXPERIENCE SDe2SD211 Core	SOCIAL DESIGN STUDIO 1 SDe2SD113 Core	Learning To See SDe2SD111 Materials and Processes SDe2SD001 Introduction To Social Design SDe2SD112 User Interface/User Experience SDe2SD007	
2 20 credits	UNDERSTANDING INTERSECTIONALITY SDe2SD212 Core	SOCIAL DESIGN STUDIO 2 SDe2SD213 Core	Data Visualization SDe2SD312 Project Management SDe2SD008 Examining Urban & Rural SDe2SD313 History of Design: Local & Global SDe2SD101	
	INTERNSHIPSDe2SD311 Core			
3 20 credits	ECOLOGY, ENVIRONMENT & DEVELOPMENT SDe2SD411 Core	SOCIAL DESIGN STUDIO 3 SDe2SD314 Core	Technology & Society- SDe2SD005 Media & Communication- SDe2SD002 Social Entrepreneurship- SDe2SD011 Emerging Theories of Design- SDe2SD102	
4 20 credits	DESIGN & DEMOCRACY Core	SOCIAL DESIGN STUDIO 4 (FINAL PROJECT) Core	Reading the City- SDe2SD010 Architectural History- SDe2SD009 Information Technologies and Social Networks- SDe2SD303 Design Practice & Ethics- SDe2SD511	
TOTAL: 80 credits				

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intersections

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RATIONALE OF CHANGES - SEMESTER 1

2016				2019				
S No	Title of the Course	Classification	Credits	S. No.	Title of the Course	Classification	Credits	Rational for Change
01	Social Studio - Design Process SDe2SD113	Foundation	8	01	SOCIAL DESIGN STUDIO I – Design Process SDe2SD113 Incorporating design research methods	Core	8	Change from Foundation to Core in keeping with the revision to identify studios as 'core' to a social design practice
				02	AESTHETICS OF FORM & EXPERIENCE SDe2SD211	Core	4	Moved from Semester 2 in keeping with the revision to identify 4 courses as 'core' to a social design practice
02	Design Research methods SDe2SD114	Foundation	4					Incorporated into SOCIAL DESIGN STUDIO I – Design Process SDe2SD113 for better assimilation into the design process based on feedback from students
				03	ONE SCHOOL ELECTIVE (4 credits) Introduced in Semester 1 to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build			
03	Learning to See SDe2SD111	Foundation	4		LEARNING TO SEE SDe2SD111	School Elective	4	Change from Foundation to Elective
04	Introduction to Social Design SDe2SD112	Foundation	4		INTRODUCTION TO SOCIAL DESIGN SDe2SD112	School Elective	4	Change from Foundation to Elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
					MATERIALS AND PROCESSES SDe2SD001	School Elective	4	Moved from Semester 2
					UI/UX SDe2SD007	School Elective	4	Moved from Semester 3
				04	ONE UNIVERSITY ELECTIVE			introduced in Semester 1 to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
	TOTAL CREDITS		20		TOTAL CREDITS		20	

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RATIONALE OF CHANGES - SEMESTER 2

2016				2019				
S.No	Title of the Course	Classification	Credits	S. No.	Title of the Course	Classification	Credits	Rational for Change
01	Service Design (Community) SDe2SD213	SocialStudio	8	01	SOCIAL DESIGN STUDIO II SDe2SD213	Core	8	Incorporating Service Design workshop
02	Understanding Intersectionality SDe2SD212	Core	4	02	UNDERSTANDING INTERSECTIONALITY SDe2SD212	Core	4	No change
03	Aesthetics of Form & Experience SDe2SD211	Core	4					Moved to Semester 1
04	Material and Processes SDe2SD001	Elective	4					Moved to Semester 1
	Media & Communication SDe2SD002	Elective	4					Moved to Semester 3
	Introduction to Graphic Softwares SDe2SD003	Elective	4					Discontinued
	GIS Web Design Research Writing	Elective	4					Discontinued
				03	ONE SCHOOL ELECTIVE (4 credits) Introduced in Semester 2 to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build			
					DATA VISUALIZATION AND INFORMATION MODELLING SDe2SD312	School Elective	4	Moved from Semester 3 to 2; change from Core to Elective, increased from 2 to 4 credits to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build

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improvement

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					EXAMINING URBAN & RURAL SDe2SD313	School Elective	4	Moved from Semester 3 to 2; change from Core to Elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
					PROJECT MANAGEMENT SDe2SD008	School Elective	4	Moved from Semester 3
					HISTORY OF DESIGN: LOCAL & GLOBAL SDe2SD101	School Elective	4	Reintroduced from 2013 format; change from Core to Elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
				04	UNIVERSITY ELECTIVE	University elective	4	
	TOTAL CREDITS		20		TOTAL CREDITS		20	

revised

SUMMERBREAK								
2016				2019				
S.No	TitleoftheCourse	Classification	Credits	S. No.	TitleoftheCourse	Classification	Credits	Rational for Change
01	Internship in preceding Summer Break SDe2SD311	Core	2	01	INTERNSHIP in preceding Summer Break SDe2SD311	Internship	4	Credits Increased from 2 to 4 in view of time spent in Internship (8 weeks) Credits earlier counted in Semester 3

RATIONALE OF CHANGES - SEMESTER 3

2016				2019				
S.No	TitleoftheCourse	Classification	Credits	S.	TitleoftheCourse	Classification	Credits	Rational for Change
01	Systems Design(Behaviour) SDe2SD314	SocialStudio	8	01	SOCIAL DESIGN STUDIO III SDe2SD314	Core	8	Incorporating Systems Design Workshop
02	Data Visualisation and Information Modelling SDe2SD312	Core	2	02	ECOLOGY, ENVIRONMENT & DEVELOPMENT SDe2SD411	Core	4	Moved from Semester 4
03	Examining Rural and Urban SDe2SD313	Core	4					Moved to Semester 2; change from core to elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
04	Technology & Society SDe2SD005	Elective		03	TECHNOLOGY AND SOCIETY SDe2SD005	School Elective	4	No change
	Simple Product Design SDe2SD006	Elective						Discontinued
	UI (User Interface)/UX (User Experience) SDe2SD007	Elective						Moved to Semester 1 in view of student interest in the subject and its usefulness in subsequent semesters indicated in student feedback
					MEDIA AND COMMUNICATION SDe2SD002	School Elective	4	Moved from Semester 2
					SOCIAL ENTREPRENEURSHIP SDe2SD011	School Elective	4	Moved from Semester 4
					EMERGING THEORIES OF DESIGN SDe2SD102	School Elective	4	Reintroduced from 2013 format; change from Core to Elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
				04	UNIVERSITY ELECTIVE	University elective	4	No change
	TOTAL CREDITS		20		TOTAL CREDITS		20	

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SEMESTER 4

2016				2019				
S.No	TitleoftheCourse	Classification	Credits	S. No.	TitleoftheCourse	Classification	Credits	Rational for Change
01	FINAL PROJECT- Domain Formulation SDe2SD411	Core	8	01	SOCIAL DESIGN STUDIO IV SDe2SD512	Core	8	Merging of FINAL PROJECT- Domain FormulationSDe2SD411 and Final Project- Project ImplementationSDe2SD512
02	Design and Democracy SDe2SD412	Core	4	02	DESIGN & DEMOCRACY SDe2SD412	Core	4	No change
03	Ecology, Environment and Development SDe2SD411	Core	4					Moved to Semester 3
04	Project Management SDe2SD008	Elective	4					Moved to Semester 2
	Social Entrepreneurship SDe2SD011	Elective	4					Moved to Semester 3
	Reading the City SDe2SD010	Elective	4	03	READING THE CITY SDe2SD010	School Elective	4	No change
	Architectural History SDe2SD009	Elective	4		ARCHITECTURAL HISTORY SDe2SD009	School Elective	4	No change
					INFORMATION TECHNOLOGIES AND SOCIAL NETWORKS SDe2SD303	School Elective	4	Reintroduced from 2013 format; change from Core to Elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
					DESIGN PRACTICE & ETHICS SDe2SD511	School Elective	4	Moved from Semester 5; change from Core to Elective to enable students to choose their own pathway based on their interests and the skill set and conceptual frameworks they would like to build
				Or				
				03	UNIVERSITY ELECTIVE	University elective	4	No change
	TOTAL CREDITS		20		TOTAL CREDITS		16	

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SEMESTER 5

2016				2019				
S No	TitleoftheCourse	Classification	Credits	S. No.	TitleoftheCourse	Classification	Credits	Rational for Change
01	Design Ethics and Practice SDe2SD511	Core	2					Moved to Semester 4; change from Core to Elective
02	Final Project- Project Implementation SDe2SD512	Core	18					Renamed SOCIAL DESIGN STUDIO IV and merged with FINAL PROJECT- Domain FormulationSDe2SD411
	TOTAL CREDITS		20					

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BoS/SCAP/SCPVCE APPROVAL DATES FOR COURSES IN PROPOSED RE-STRUCTURE OF MDes (SOCIAL DESIGN) FOR 2019 COHORT

	CREDITS 4		CREDITS 8		CREDITS 4	
SEM 1	CRITICAL FRAMEWORKS	Approved in	STUDIO	Approved in	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	Approved in
	AESTHETICS OF FORM & EXPERIENCE SDe2SD211	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017	SOCIAL DESIGN STUDIO I (Design Process) SDe2SD113 CORE	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017	Learning To SeeSDe2SD111	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017
					Materials and Processes SDe2SD001	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014
					Introduction To Social Design SDe2SD112	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017
					UI/UX- SDe2SD007	7 th BoS- By circulation on 17 June 2017 1 st SCPVCE- 25 July 2017 11 th AC- 4 Aug 2017

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	CREDITS 4		CREDITS 8		CREDITS 4	
SEM 2	CRITICAL FRAMEWORKS	Approved in	STUDIO	Approved in	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	Approved in
	UNDERSTANDING INTERSECTIONALITY SDe2SD212	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017	SOCIAL DESIGN STUDIO II SDe2SD213 (Service Design)	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014	Data Visualization SDe2SD312	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017
	CORE		CORE		Project Management SDe2SD008	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014
					Examining Urban & Rural SDe2SD313	7 th BoS- By circulation on 17 June 2017 1 st SCPVCE- 25 July 2017 11 th AC- 4 Aug 2017
					History of Design: Local & Global SDe2SD101	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014

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	CREDITS 4		CREDITS 8		CREDITS 4	
SEM 3	CRITICAL FRAMEWORKS	Approved in	STUDIO	Approved in	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	Approved in
	ECOLOGY, ENVIRONMENT & DEVELOPMENT SDe2SD411 CORE	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014	SOCIAL DESIGN STUDIO III (System Design) SDe2SD314 CORE	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014	Technology & Society SDe2SD005	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014
					Media & Communication SDe2SD002	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017
					Social Entrepreneurship SDe2SD011	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014
					Emerging Theories of Design SDe2SD102	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014

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	CREDITS 4		CREDITS 8		CREDITS 4	
SEM 4	CRITICAL FRAMEWORKS	Approved in	STUDIO	Approved in	DISCIPLINARY COMPETENCIES (DESIGN ELECTIVES)	Approved in
	DESIGN & DEMOCRACY SDe2SD412	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017	SOCIAL DESIGN STUDIO IV SDe2SD805	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014	Reading the City SDe2SD010	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017
	CORE		CORE		Architectural History SDe2SD009	6 th BoS- 22 July 2016 SCAP- 9 Aug 2016 9 th AC- 31 Jan 2017
					Information Technologies and Social Networks SDe2SD303	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014
					Design Practice & Ethics SDe2SD511	2 nd BoS- 22 May 2014 SCAP- 3 June 2014 6 th AC- 24 June 2014

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2013 Cohort MA Social Design
5 semesters over 2 ½ years
110 credits

2014 Cohort MA Social Design
5 semesters over 2 ½ years
100 credits

Total number of credits reduced to 100

Credit allocation made even across semesters

Courses combined and/or amalgamated, time/credits revised for streamlined content delivery and reducing overlaps

Courses repositioned over Semesters to time them better for greater assimilation

One new course - Design Process in seminar mode - added as input was missed out earlier

One new workshop/seminar space added in each of the first four semesters

2016 Cohort MDes Social Design
5 semesters over 2 ½ years
100 credits

No changes of overall programme credits or semester-wise credit distribution

Clearer demarcation of Foundation, Core and Elective courses in line with AUD structure

Opening up space for school electives and courses offered by other Schools in the programme

Opening our courses to rest of AUD in the form of electives shaped by faculty experience and expertise beyond present programme – such as Architectural history, Reading the City, Simple Product Design

Offering skill-based electives – such as GIS, graphic softwares, web design

Greater articulation of Studio courses and their progression over the semesters

- First semester underlining Design Process and the Social;
- Second semester based on Service Design in a Community setting;
- Third semester on Systems Thinking and Systems Design;
- Fourth semester on exploring domains as Part 1 of Final Project; Fifth semester as Final Project, Greater time allocation for final project

- Rearrangement of existing courses – repositioning Aesthetics of Form and Experience
 - Redefinition of existing courses – merging History of Design and Emerging theories of design and reshaping it as an Introduction to Social Design in Semester 1; Aesthetics of Form and Experience 1 expanded into Learning to See which includes introduction to sketching and photography as tools of observation and representation
 - Introduction of three new courses through credits available by merger of workshops with Studio and allocating courses into electives space – Research writing, Examining Rural and Urban, Design Democracy and Citizenship.
 - More precise and explicit articulation of Social Design practice through all courses
-
-
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2013: MDES (SOCIAL DESIGN) PROGRAMME STRUCTURE AT INCEPTION – 110 credits

MDES SOCIAL DESIGN PROGRAMME STRUCTURE AT INCEPTION 2013 – 110 credits, 5 SEMESTERS OVER 2 ½ YEARS								
	Design Cultures	Aesthetic Vocabularies	Society	Technology & Processes	Design Research	Interdisciplinary	Enterprise and Management	Projects
Semester 1	History of Design-Local and Global	Aesthetics of Form and Experience I	Technology and Society [2Credits] FN	Materials and Skills [3Credits] FN/WS	Design Research Methods I			Social Studio I- Socially Situated Design [6Credits] Social Studio SS
21 credits	[3 Credits] FN	[3Credits] FN			[4Credits] FN			
Winter Break	Rural Studies (2 Weeks) 2 Credits							
Semester 2	Emerging Theories of Design	Aesthetics of Form and Experience II		Materials and Processes [3Credits] WS	Design Research Methods II	Gender and Cultures Socio-Economic and Cultural History of India [2Credits] C/E		Social Studio II- Culturally Situated Design [6Credits] Social Studio SS
23 credits	[4 Credits] C	[3Credits] C			[3Credits] C			
Summer Break	Study of Traditional Knowledge Ecologies (4 weeks) 4 Credits							
Semester 3		Aesthetics of Form and Experience III	Information Technologies and Social Networks			Modelling and Data Visualisation [2Credits] E	Project Management [4Credits] C	Social Studio III- Participatory Design Processes in Service Design [6Credits] Social Studio SS
22 credits		[4Credits] C	[2Credits] C					
Winter Break								
Semester 4	Design Futures		Ecology, Environment & Development-Critical Technology and Sustainability			Understanding Media and Communication [2Credits] C/E	Social Entrepreneurship and New Economies	Social Studio IV- Systems Design [6Credits] Social Studio SS
22 credits	[4Credits] C		[4Credits] C/E					
Summer Break	Design Thesis Research [2Credits] I							
Semester 5			Design Practice and Ethics [2Credits] C		Project Dissertation and Seminar [6Credits] D&SE	Independent Study [4Credits] E		Final project Thesis [10Credits] Social Studio SS
22 credits								
110 credits								

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2014: MDES (SOCIAL DESIGN) PROGRAMME STRUCTURE – Restructured - 100 credits

MDES SOCIAL DESIGN PROGRAMME STRUCTURE - 2014 (CANNOT 2014-17 and 2015-18): 100 credits 5 SEMESTERS OVER 2 1/2 YEARS								
	Design Cultures	Form & Aesthetics	Society	Technology & Processes	Research Design & Methods	Electives Workshop Seminar	Enterprise and Management	Projects
Semester 1 20 Credits	History of Design- Local & Global (2Credits) SDe2SD101	Aesthetics of form and Experience-1 (4 Credits) SDe2SD201	Gender, Culture and Society (2 Credits) SDe2SD301		Research Design and Methods-1 (2 Credits) SDe2SD501	Rural Studies (2 credits) SDe2SD601		Social Studio-1 Design & Social (6 Credits) SDe2SD801
Winter Break								
Semester 2 20 Credits	Emerging Theories of Design (4Credits) SDe2SD102	Aesthetics of Form and Experience-2 (4 Credits) SDe2SD202	Technology & Society (2 Credits) SDe2SD302		Research Design & Methods 2 (2 Credits) SDe2SD502	Workshop/ Seminar (2 Credits) SDe2SD602		Social Studio-2 Community Situated Design (6 Credits) SDe2SD802
Semester Break								
Semester 3 20 Credits (Incl. Internship)	Internship (4 weeks) (2 Credits) SDe2SD103	Aesthetics of form and experience-3 (4 Credits) SDe2SD203		Materials & Processes (2 Credits) SDe2SD403		Workshop/ Seminar (2 Credits) SDe2SD603	Project Management (2 Credits) SDe2SD703	Social Studio-3 Participatory Design- Processes in Service Design (8 Credits) SDe2SD803
Winter Break								
Semester 4 20 Credits			Ecology, environment & Development (2 Credits) SDe2SD304			Workshop/ Seminar (4 Credits) SDe2SD604	Social Entrepreneurship New Economies (4 Credits) SDe2SD704	Social Studio-4 Systems Design Project (10 Credits) SDe2SD804
Summer Break								
Semester 5 20 Credits	Design Ethics & Practice (2 Credits) SDe2SD105							Social Studio- Final project Thesis Project and Seminar (14 Credits) SDe2SD805
100 Credits								

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2016: MDES (SOCIAL DESIGN) PROGRAMME STRUCTURE – Restructured

SEMESTER	CREDITS 4	CREDITS 4	CREDITS 8	CREDITS 4
	SKILL SETS	CRITICAL FRAMEWORKS	SOCIAL DESIGN STUDIO	
1	LEARNING TO SEE FOUNDATION	INTRODUCTION TO SOCIAL DESIGN FOUNDATION	DESIGN PROCESS CORE	DESIGN RESEARCH METHODS CORE
				ELECTIVES
2	AESTHETICS OF FORM & EXPERIENCE CORE	UNDERSTANDING INTER-SECTIONALITY CORE	SERVICE DESIGN CORE	MEDIA AND COMMUNICATION MATERIAL AND PROCESSES ELECTIVE
	Internship			
3	DATA VISUALIZATION & INFORMATION MODELING CORE	EXAMINING RURAL & URBAN CORE	SYSTEMS DESIGN CORE	UI / UX ELECTIVE
4	DESIGN & DEMOCRACY CORE	ECOLOGY, ENVIRONMENT & DEVELOPMENT CORE	FINAL PROJECT – DOMAIN FORMULATION CORE	SOCIAL ENTREPRENEURSHIP READING THE CITY ELECTIVE
5	FINAL PROJECT – IMPLEMENTATION CORE			DESIGN PRACTICE AND ETHICS CORE

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School of Vocational Studies

Item No.1/ AC: Draft Concept Note on BVoc in Accounting & Finance Concept Paper on BVoc in Accounting & Finance

Introduction

The School of Vocational Studies (SVS) is currently offering 3 BVoc programmes in (i) Retail Management, (ii) Tourism and Hospitality and (iii) Early Childhood Centre Management and Entrepreneurship at undergraduate level. During the initial discussion of the Task Force of the School, Banking Financial Services and Insurance (BFSI) was also considered as one of the possible sector for SVS to explore and offer BVoc programmes related to Banking, Insurance, Accounting, etc. which have job opportunities for students passing out of these BVoc programmes. However, given the limited infrastructure available with the University at that time only 3 verticals were chosen to initiate by the School, to start with. There are huge job opportunities and takers in Accounting and Finance vertical in Delhi and around the National Capital Territory of Delhi. Accounting & Finance is one of the important components of almost every institution, organization, industry, etc. The School is also in close interaction with the Institute of Chartered Accountants of India (ICAI) for theoretical and practical aspects of the BVoc in Accounting & Finance programme. Now that the university has better infrastructural provision with the renovation of more classrooms and other facilities at the Karampura campus, BVoc in Accounting & Finance can be initiated to reach out to more students who are interested to pursue their profession in Accounting & Finance. The ICAI has also expressed its willingness to provide academic support to the programme. The SVS is in the process of signing a Memorandum of Understanding (MOU) in this direction.

Salient Features of BVoc in Accounting & Finance Degree

The University Grants Commission (UGC) had launched a scheme in February 2014 for skills development based higher education as part of college/university education, leading to Bachelor of Vocation (BVoc.) degree with multiple entry and exit points. This would enable the students completing BVoc to make a meaningful participation in accelerating India's economy by gaining appropriate employment or becoming entrepreneurs.

Objectives of the Scheme:

- To provide judicious mix of skills relating to a profession and appropriate content of General Education.



- To ensure that the students have adequate knowledge and skills, so that they are work ready at each exit point of the programme
- To provide flexibility to the students by means of pre-defined entry and multiple exit points.
- To integrate NSQF within the undergraduate level of higher education in order to enhance employability of the graduates and meet industry requirements. Such graduates apart from meeting the needs of local and national industry are also expected to be equipped to become part of the global workforce.
- To provide vertical mobility to students coming out of 10+2 with vocational subjects.

Award of Certificate, Diploma, Advanced Diploma and BVoc Degree

Award of BVoc degree or Advanced Diploma / Diploma / Certificate as the case may be, would depend on acquisition of requisite credits as prescribed in the guidelines and not on the duration of the calendar time spent in pursuing the course.

The assessment for the skill development components shall necessarily focus on practical demonstrations of the skills acquired. The university may like to consult the respective Sector Skill Council of BFSI for designing the examination and assessment pattern for the skill development components. The university may also consider using the designated assessors of Sector Skill Councils/industry associations for the conduct of practical assessment.

Proposed Structure, Credits, Exit and Award of BVoc Degree

Years	NSQF Level	Semester	Skill Component Credits	Skill Theory & Practical Training Hours	General Education Credits	Class room teaching Hours	Exit Time & Awards
1	5	1	18	540	12	180	NIL
		2	18	540	12	180	Diploma after sem 2 (1 year)
2	6	3	18	540	12	180	Nil
		4	18	540	12	180	Advanced Diploma after Sem 4 (2 years)
3	7	5	18	540	12	180	Nil
		6	18	540	12	180	BVoc Degree after Sem 6 (3 years)
		Total	108	3240	72	1080	

Curriculum of BVoc Degree

The curriculum in each of the years of the programme would be a suitable mix of general education and skill development components. As is evident from Table given above, the General Education Component shall have 40 % of the total credits and balance 60% credits will be of Skill Component as per the UGC broad guidelines on BVoc programmes. The Curriculum details will be finalized before introduction of the course. Courses of all semesters will be finalized by the BoS keeping in view the credits and hours requirement as given in the above table. In case NOS (National Occupational Standards) are not available for a specific area /job role, the university would get the curriculum developed in consultation with industry experts. BVoc is not a distance learning programme in SVS. Hence, transaction of the courses /lectures would be arranged in such a way that BVoc students can continue their training/ articulation.

BVoc- Accounting & Finance

NSQF Level	Skill Component Credits	General Education Credits	Total Credits Awarded	Duration	Exit Points/ Awards	Job Roles
5	36	24	60	Two Semesters (1st Year)	Diploma	<i>Accounts Assistant</i>
6	72	48	120	Four Semesters (2nd Year)	Advanced Diploma	<i>Accounts Executive</i>
7	108	72	180	Six Semesters (3rd Year)	BVoc Degree	<i>Accounts Manager</i>

Table 1: The exit and entry options

Year 1: Semester 1 & 2: NSQF Level 5: Diploma

Job Role: Accounts Assistant

Semester 1					
Code	Course	Credit	Code	Course	Credit
Skill Courses			General Education Component (GEC) Courses		
SVS1AF101	Introduction to Accounting	4	SVS1FC101	English Proficiency 101 (Equivalent to Basic Level)	3
			SVS1FC102	English Proficiency 102 (Equivalent to Intermediate Level)	



SVS1AF102	Fundamentals of Business Laws	2	SVS1FC111	Life Competencies of Sustainable Employability: Beginner Level 1	3	
SVS1AF103	Basics of Business Economics	4	SVS1FC121	Social Connections and Engaged Citizenship (SCFC): My Place in the World: Identity, Society and Power	3	
SVS1AF104	Internship-Accounts Assistant (I)	8	SVS1FC131	Basics of Computer Application and ICT Skills	2	
			SVS1FC132	Financial Literacy	1	
Total Skill Courses		18	Total GEC Courses		12	
					Total Credits in Semester 1	30

Semester 2						
Code	Course	Credit	Code	Course	Credit	
Skill Courses			General Education Component (GEC) Courses			
SVS1AF201	Basics of Auditing and Assurance	4	SVS1FC201	English Proficiency 102 (Equivalent to Intermediate Level) AND English Proficiency 103 (Equivalent to Advanced Level)	3	
			SVS1FC202			
SVS1AF202	Cost and Management Accounting-I	4	SVS1FC211	Life Competencies of Sustainable Employability: Beginner Level 2	3	
SVS1AF203	Business Mathematics, Logical Reasoning and Statistics	2	SVS1FC221	Social Connections and Engaged Citizenship (SCEC): Democracy, Rights & Social Justice: Negotiating Power and Exclusion in the Contemporary World	3	
SVS1AF204	Internship-Accounts Assistant (II)	8	SVS1FC231	Legal Literacy and Rights Awareness	1	
			SVS1FC232	Numerical Application and Principles of Economics for Business	2	
Total Skill Courses		18	Total GEC Courses		12	
					Total Credits in Semester 2	30
					Total Credits in Year 1	60



Year 2: Semesters 3 and 4: NSQF Level 6: Advanced Diploma

Job Role: Accounts Executive

Code	Course	Credit	Code	Course	Credit
Skill Courses			General Education Component (GEC) Courses		
SVS1AF301	Accounting- I	4	SVS1FC301	Business Communication 1	3
SVS1AF302	Corporate and Other Laws (I)	2	SVS1FC311	Life Competencies of Sustainable Employability: Practitioner Level 1	3
SVS1AF303	Cost and Management Accounting- II	4	SVS1FC321	Environment and Sustainability	2
SVS1AF304	Internship- Accounts Executive (I)	8	SVS1FC322	Understanding Disability	1
			SVS1FC331	Data Analysis and Interpretation	4
Total Skill Courses		18	Total GEC Courses		13
					Total Credits in Semester 3
					31
Semester 4					
Code	Course	Credit	Code	Course	Credit
Skill Courses			General Education Component (GEC) Courses		
SVS1AF401	Accounting-II	4	SVS1FC401	Foreign Language: Introduction to Basic French-I	3
			SVS1FC402	And/Or Modern Indian Language: Applied Hindi for Business	
SVS1AF402	Financial Management	4	SVS1FC411	Life Competencies of Sustainable Employability: Practitioner Level 2	3
SVS1AF403	Corporate and Other Laws-II	2	SVS1FC421	Cultural and Entrepreneurial Landscape of Delhi	3
SVS1AF404	Internship- Accounts Executive (II)	8	SVS1FC431	Economic Applications for Business	2
Total Skill Courses		18	Total GEC Courses		11
					Total Credits in Semester 4
					31
					Total Credits in Year 2
					60



Year 3: Semesters 5 and 6: NSQF Level 7: BVoc Degree Job Role: Accounts Manager

Semester 5					
Code	Course	Credit	Code	Course	Credit
Skill Courses			General Education Component (GEC) Courses		
SVS1AF501	Advanced Accounting- I	4	SVS1FC502	Understanding Language Diversity of India AND/OR Foreign Language: Introduction to Basic French- II	3
SVS1AF502	Taxation -Income Tax law	4	SVS1FC511	Life Competencies of Sustainable Employability: Expert Level 1	3
SVS1AF503	Economics for Finance	2	SVS1FC521	Exploring India and its diversity	3
SVS1AF504	Internship- Assistant Manager (I)	8	SVS1FC531	Business Ethics	2
			SVS1FC532	Foundations of Entrepreneurship	1
Total Skill Courses		18	Total GEC Courses		12
					Total Credits in Semester 5
					30

Semester 6					
Code	Course	Credit	Code	Course	Credit
Skill Courses			General Education Component (GEC) Courses		
SVS1AF601	Advanced Accounting-II	4	SVS1FC601	Business Communication -II	3
SVS1AF602	Taxation - Indirect Tax	2	SVS1FC611	Life Competencies of Sustainable Employability: Expert Level 2	3
SVS1AF603	Enterprise Information System and Strategic Management	4	SVS1FC631	Workshop on: a. Understanding Corporate Organisation & HR b. Corporate Social Responsibility c. Design Thinking d. Advanced Computer Application e. Group Discussions, Mock Interviews, Using Social Media for Job Networking, Learning to Delegate, Persuading and Negotiating	1
			SVS1FC632		1
			SVS1FC633		1
			SVS1FC634		2
			SVS1FC635		1



SVS1AF604	Internship - Assistant Manager (II)	8		
Total Skill Courses		18	Total GEC Courses	
			12	
			Total Credits in Semester 6	
			30	
			Total Credits in Year 3	
			60	

Transaction and Assessments

The courses will be transacted on full time and face-to-face mode in the campus for the theoretical courses. The transaction will be done through varieties of pedagogic approaches. The students will also undergo mandatory practical internship/articleship with related organizations/institutions/firms. The programme will follow the university policy of continuous assessment and evaluation over the semester for the theory and the general education components courses transacted in the campus. Students will also be assessed by the concern industry/firms during their mandatory internship/articleship for the practical and skilled components. There will also be a third party (external) assessment by the concern sector skill council on the job roles at every exit point.

Some of the unique features of the Programmes

- Intense engagement with theory and practice at every level
- Full time mode with multiple entry/exit options
- Focus on enhancing professional skills to prepare for meaningful employment
- Stipend supported Industry internship/articleship/On-Job-Training (OJT) with different organisations/industries from Semester 1
- A dynamic and practical General Education Component
- Opportunity to interact with faculty across the Schools at AUD
- Continuous evaluation and feedback
- Spaces for continuous mentorship



- Integration of National Skill Qualification Framework (NSQF) levels in consonance with the tertiary education programmes to enhance employability of graduates
- Exposure to trends in the industry of their choice.

ELIGIBILITY FOR BVOC PROGRAMMES

Admission eligibility criteria: Class 10+2 pass from CBSE or its equivalent recognised board/ university with Mathematics and Accounting as a subject of study.

Number of Seats as per the category

	Category	Number of seats
NCT Delhi 85 % of seats	General 50%	14
	SC 15%	04
	ST 7.5%	02
	OBC 27%	07
All India 15% of seats#	General	04
	SC	01
	ST *	0*
Total		32
Supernumerary**		09
Grand total seats		41

Note:

- The NCT category will include those students who have passed their qualifying examination from an institution located in the NCT of Delhi or are residents of the NCT of Delhi.
- * if there are no SC candidate suitable ST candidates to be taken
- **Supernumerary seats: for Wards of Armed Forces/Personnel Killed or Disabled in action = 1seat, PWD = 1 seat; Single Girl Child=1 seat, Kashmiri Migrant = 2 seats, students from Jammu & Kashmir = 2 seats; Co-Curricular Activities =1 and Foreign student =1

FEE STRUCTURE***

- In SVS tuition fee will be charged @ Rs.750/- per credit or as per the revised rate for undergraduate programme. Therefore, in Semester 1 which has 30 credits the total fee towards tuition fee will be Rs.22,500/-.
- Additional programme enrichment fees will be charged @ of Rs. 1000/- per semester. This is towards industry exposure, special seminars and interactions with industry experts.
- Student Welfare Fund Rs.500/- per semester.



(iv) Caution/Security Money of Rs.5000/- refundable on completion of the programme.

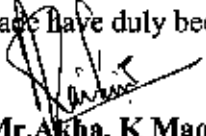
***Will be decided as per the revised fee norms of the University

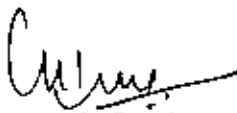
ADMISSION PROCEDURE

Students can seek admission to BVoc programme both through on-line and off-line mode as per the laid down procedure followed by the AUD. The weightage for admission is given as per the details below:

- i) 40% weightage will be given to class 10+2 marks
- ii) 10% weightage will be given to students with vocational subject in class 10+2 (CBSE recognised vocational subject)
- iii) 25% Vocational Aptitude Test
- iv) 25% weightage will be for Personal Interview

The Board of Studies of SVS and SCPVCE have approved the concept paper and all suggestions made have duly been incorporated in this concept note.


(Mr. Akha. K Mao)
Associate Professor (SVS)


(Sitansu S. Jena)
Dean (SVS)



School of Vocational Studies

Item No.2/ AC: Proposal for issuing Certificate to BVoc students at the NSQF Levels (Level 4 to 7)

The BVoc programmes have provision for multiple entries and multiple exits during the 3 years Bachelor Degree Programme. This provision is as per the University Grants Commission (UGC) guidelines on BVoc programmes and as per the National skill Qualification Framework (NSQF). The table below shows the broad structure with possible exit points:

Table 1: Skill levels, Credits and Exit Points

NSQF Level	Year	Skill Component Credits	General Education Credits	Total credits for award	Normal calendar	Exit Points / Awards
4	06	4-12	4-8	8-16	3-6 months	Certificate
5	1	36	24	60	2 semester	Diploma
6	2	72	48	120	4 semesters	Advanced Diploma
7	3	108	72	180	6 semesters	BVoc

The above provisions made it possible for students to opt out of the programme at different exit point/level with a Certificate/Diploma/Advance-diploma even before award of the full degree. The exit possibilities can be opted by students provided they fulfil the minimum passing criteria as mentioned in the Student's progression and promotion rules in SVS. Moreover, each of these levels reflect specific job role and makes the student industry ready for taking employment in a relevant industry.

We need to provide the Certificate/ Diploma/ Advance Diploma and the degree to all those students who fulfils the minimum passing criteria at every exit point/level.

While the BoS gave its in principle approval to the proposal, the SCPVCE recommended that only those students exiting from the programme after completion of the courses at different NSQF levels should be issued certificate.

(Akha. K Mao)
Associate Professor (SVS)

(Sitansu S. Jena)
Dean (SVS)



School of Vocational Studies

Item No.3/AC: Changes in the credit allocation of few courses in semester 1 & 2 BVoc ECCME

In consultation with the ECCME expert committee and the field experts, the following changes have been proposed in semester 1 and 2 curriculum outline.

- 1. Changing nomenclature of On the job training (OJT):** The experts and field supervisors suggested that BVoc ECCME students from semester-1 do not really do an —internship because they are new to the field and have little knowledge about the field sites. So using the term field-based internship would be more appropriate than —On the Job Training(OJT). Moreover OJTs are paid and in our case students are not paid any allowance. Interns mostly shadow the regular staff at the centre where they are placed. SCPVCE recommended to simply calling it as 'internship'.
- 2. Combining credits of OJTs:** In proposed course outline, for all the semesters the credits for internship was divided into two parts: (1) Field-attachment-throughout the semester and (2) summer/winter OJTs. The field-supervisors as well as the course coordinators realised that this internship should be a combined one. This is because the students had difficulty in doing similar assignments for both the internships and at time and the field was also limited i.e., they were going to same centre in both the internships. Hence, combining these two internships will help students as well as supervisors to ensure maximum learning from the field sites. This will not make any difference in the time spent at the field site. After discussion with the experts the following credit division has been proposed for all semesters:

Semester	Old credits of two internships	Proposed credits of Internship (after combining two internships)
1.	7+2	9
2.	5+2	7
3.	7+2	9
4.	7+2	9
5.	7+2	9
6.	6+2	8



3. Reducing credit load: The credit load of the following course has been recommended to be reduced keeping in mind the progression in masters in ECCE. The following courses were passed in first BOS meeting in March 2017 but the facilitator and course coordinators proposed experts for reduction in content load and making them specific to job role. Further, for workshops, the class timings are two hours per week. A two credit workshop would mean a 4-hour workshop per week. With so many areas to be addressed for a facilitator, it is also not feasible.

Semester	Courses	Old credits	Proposed credits
Semester-1	Self-Development and Entrepreneurship (Workshop)	2	1
Semester-2	Early stimulation and Early Intervention (Theory)	4	2
	Material Development for Enhancing Play of Young Children (Workshop)	2	1

Annexure:

1. Course outline: Self-Development and Entrepreneurship (Workshop)
2. Course outline: Early stimulation and Early Intervention (Theory)
3. Course outline: Material Development for Enhancing Play of Young Children (Workshop)

Fariba

(Fariba Siddiqui)
PM, ECCME (SVS)

Sitansu S. Jena

(Sitansu S. Jena)
Dean (SVS)



Item No.4/ AC: To approve Draft curriculum for Semester-5

GENERAL EDUCATION COMPONENT

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc Programmes
Course title	Exploring India and its Diversity
Course code	SVS1FG521
Semester	5 th
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Compulsory GEC
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	August 2019
Course coordinator and team	Akha Kaihrii Mao, Surajit Sarkar & Dhantri Narzary

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** Yes, the course build on the previous winter semester course on Examining the cultural and Entrepreneurial landscape: An example of Delhi. This course will broaden more the perspective at the national level.
2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level, any others – please specify): Those who will be promoted from semester 4 to semester 5 or those who have qualified NSQF Level 6.
3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 (about 35-40)
4. **Course scheduling** (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester 2019: Semester long
5. **How does the course link with the vision of AUD?**

AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. Against this background, the BVoc programmes (Tourism and Hospitality; Retail Management and Early Childhood Centre Management and Entrepreneurship) impart practical training to its undergraduate students to enable them to pursue full-time or part-time tertiary education. It is an industry related specialised programme and courses. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.



The General Education Component is a cluster of compulsory (elective given in case of Foreign Language or Modern Indian Language) foundation courses for all three BVoc programmes at SVS. The GEC courses aim to strengthen communication skills, promotes a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. To this end, Exploring Diversity of India is in line with the philosophy and vision of AUD. The modules and flexible choice of issues are relevant to the students of the BVoc programmes offered in SVS as it covers the aspects of various diverse histories, socio-cultural practices, issues of gender, languages, etc. that connect with tourism, hospitality, retail sector and wellbeing of children. Given this, the course fulfils the objective of General Education Component scaffolding the vocational specific courses/programmes

6. How does the course link with the specific programme(s) where it is being offered?

The Course on Exploring India and its Diversity will be one of the General Education Component course for all the BVoc students. The course will introduce students to the varied historical, socio-cultural and linguistic diversity of the country. The Course aimed at sensitizing students to the diversity of the various regions, states and communities that exist in the country. It will help students to know these diversities and appreciate the uniqueness of the diversity and also the need to respect for the others.

7. Course Details:

a. Summary: This course Exploring India and its Diversity will enable them to gain the knowledge about the various diversity of India. Students will be familiarized much in detailed with some selected communities from across the country/India. The course will orient and expose students to the diversity issue and also engage with the issues of stereotyping people/culture/ethnicity, etc. representation of gender in each of these communities, diversity and inequality.

b. Objectives:

The objectives of the course are -

- To understand the cultural and social diversity of India as a country, and expose students to the varied regions and states of India and their rich history, cultural and social diversity
- To identify the multiple cultures, difference and coexistence which makes the 'Indian diversity' a part of everyday life
- To recognise and appreciate diversity on the ground - observing everyday community life, and collective memory that defines diversity from 'within'.
- To understand the contribution of the Constitution in promoting the diversity of the country as a democracy

c. Expected Learning Outcomes:

On completion of the course students will be able to-

- explain the India's diverse history, cultural practices and belief system
- identify distinctive regional characteristics in the making of India.
- familiarise with the living elements of cultural diversity through field visits to community events / festivals, meeting with members of community based organisations.



- appreciate the multi-cultural constituents of a country and respect for different cultures.
- differentiate between ideologies of different communities and be sensitive to cultural differences in everyday life.
- identify stereotyping and hindrances in developing an understanding of people, regions and cultures of the country.
- elaborate rich historical, socio-cultural and linguistic differences of different people, their contributions in nation building including political decision making process.
- undertake SWOT analysis of India's cultural diversity in a global perspective.

- d **Overall Structure** (course organisation; rationale of organisation; brief module outlines): Each semester, the course will present an overview of what constitutes Culture and Diversity. This will be done by a combination of classroom lectures with film screenings - students will learn about 'core' and tangible cultural markers, from region and ecology, religion and language to learn of sources of oral and intangible heritage including lore and legend

Field visits to selected – four/five) community events or community based institutions in Delhi will have two related effects. One, students will learn about 'core' and tangible cultural markers, sources of oral and intangible heritage, the use of language and descriptive words, and take a closer look at four or five culturally distinct communities in India. These will cover distinctively different region, religion, language, trade/ profession.

A visit to Delhi Haat and places like Khirki extension will also be explored to expose students to the diversity in a given place.

Module outline

1. The idea of 'Multi-cultural India' and its cultural diversity, covering language, religion and caste. This will include aspects of contemporary change, mobilities and community based cultural markers and institutions
2. Encountering cultures – an in-depth understanding of community cultures through lens of language, region, religion, specific trades/professions,
3. Meeting selected communities in the Delhi Diaspora - hands on experience and exposures to the communities. For this module, field visits and guest lectures will be required.

- e. **Course contents detailed** in (a) week-wise format (preferable), or (b) module-wise format:
(a) Week-Wise Format (Tentative)



Module		Objectives/Aim	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
Module 1 - 'Multi-cultural India' and its cultural diversity	<p>1.(a) Introduce the concept India and what constitute India- its people, histories and cultural practices, etc. How are different states formed?</p> <p>1.(b) What are some of the major geographical regions of the India and of the major and minor communities of India (including Andaman & Nicobar and Lakshadweep)</p> <p>1. (c) Provision of the Indian constitution in promoting and preserving the diversity of Indian societies. The role of democracy in maintaining the diversity of India</p>	<p>Enable students to have a broad understanding of the various historical and socio-cultural diversity of India.</p> <p>Orient students on the formations of the various states and their linguistic and cultural basis. Students will be able to understand the broad physical and geographical diversity of India and how these physical conditions influence their everyday life.</p>	This India - by Sheila Dhar, Publications Division; 1999	India An Introduction by Khushwant Singh, Harper Collins, 2006	<p>Assignment 1 a) the constitution of India and its role in promotion of unity in diversity. (20%)</p> <p>Or</p> <p>Assignment b) the organisation of states and linguistic cultures. How far has it helped maintain the cultural diversity of India</p> <p>Class activity (10%)</p>
Module-2 Encountering cultures	<p>Invite one experts each from the 4-5 identified social groups/communities as guest experts:</p> <p>2(a) - Tamils</p> <p>2(b)- Bengalis</p> <p>2(c)- Marwaris</p> <p>2(d)- Punjabis</p> <p>2(e)- NE/ Nagas for example, to talk to students about their history, socio-cultural practices, languages spoken, important collective memories of the community-events, festivals, personality, literature, etc.</p>	<p>Provide exposure to students about the various historical, socio-cultural diversities and the gender role of the selected regions/communities directly from one of the resource person from each of the selected communities.</p>	The invited resource persons will be expected to share 1-2 very basic readings on their particular community.		<p>Assignment 2- to compare aspect of a community culture as found in books / website, and to compare it with how the resource person from the community describes it. (20%)</p>



<p>Module-3 Meeting selected communities in the Delhi Diaspora</p>	<p>Organise visits/trips for students to visit and interact with the selected community members for better understand and appreciation of the diverse beliefs and practices (Community events, festivals, statehood day celebrations, fairs, associations, etc.)</p>	<p>Provide students and opportunity to explore and find out how the various communities promote and preserve their cultural heritages and maintain their unique identities. Provide students to interact and study more closely some communities apart from his or her individual community.</p>			<p>Project report on any two visits to community sites/events/centres/festivals/cultural or religious occasions. Students will need to interview atleast 2-3 people of the same community and gather about the community's shared memories (40%)</p>
		<p>Folktales of various communities of India-NBT publications will be explored and also recommended for students</p>			

Note: 10 % weightage will be given to the Class Participation and attendance throughout the semester

8. Pedagogy:

- a. **Instructional Strategies-** Blended approach will be used which will included classroom lectures by the faculty, interactions with invited Guest speakers from the various communities, texts, youtube clips, self-learning assignments/project based assignments, visits to events and spaces of communities.
- b. **Special needs:** Visits to selected events of the various states/communities and spaces within Delhi will be organized for the students for first hand exposure and interaction with the communities.
- c. **Expertise in AUD faculty or outside –** Faculty from AUD and Guest faculty from various communities will be part of the course transaction
- d. **Linkages with external agencies –**Various community based organizations/associations and individuals

Signature of Course Coordinator(s)

Note:

1. **Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned**



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Ambedkar University Delhi

meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School

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Ambedkar University, Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Students
Programme(s)	BVoc Programmes (GEC)
Course title	Understanding Language Diversity in India
Course code	SVS1FC502
Semester	5
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Elect
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	Monsoon Semester 2019
Course coordinator and team	Akha Kaihrii Mao, Monishita H. Pandey and Ipshta U Sasmal

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

There is an existing SUS course EN 243 Study of English Language in BA English programme which discusses language varieties, formalisation of languages and debates around standard vs non-standard linguistic status of languages as part of one of its modules on 'Introduction to Sociolinguistics'.

2. **Specific requirements on the part of students who can be admitted to this course:**

(Pre-requisites; prior knowledge level; any others – please specify)

Third year BVoc students will be able to engage appropriately with this course making links with their field experiences.

3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed):

Those who will be promoted from semester 4 to semester 5 (about 35-40).

4. **Course scheduling** (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): semester long (Monsoon semester)

5. **How does the course link with the vision of AUD?**

AUD's efforts to create a space for inclusivity, equity and social justice makes this course relevant as it aims to sensitise students to linguistic diversity in India and understand how plurality can be a strength.

6. **How does the course link with the specific programme(s) where it is being offered?**

BVoc students need to interact closely with communities to understand their needs and make necessary interventions to meet their expectations and requirements. An understanding of linguistic diversity and sensitisation of linguistic plurality will help them to contribute to the service industry in a humanistic and holistic manner.

7. **Course Details:**

a. **Summary:**

Constant interactions between several languages demonstrate that power structures play a role in determining the quality of interactions in social situations. Language and linguistic hegemony in the socio-cultural context is an area which students need to be exposed to in



order to sensitise them to the complex interplay between social factors and language use. 'Most Indians lead parallel and simultaneous lives in more than one language without being self-conscious of this plurality...several languages are in constant interaction' (Meenakshi Mukherjee). Therefore, it is relevant to discuss issues around language in a multilingual country like India. Vocabulary, metaphors and idioms pass from one language to another sometimes acquiring newer connotations. Making students aware of such interactions between languages is expected to make them sensitive individuals while engaging with language in their respective workplaces. The course will highlight the issues of linguistic stereotyping and make students critically reflect on their own language use. They will be exposed to some theoretical and abundant empirical examples of language samples to arrive at conceptual vocabulary which will lay the foundation for further sociolinguistic enquiry.

b. Objectives:

This course will equip students

- To engage with questions around linguistic diversity, politics of language and multilingual spaces.
- To critically examine the basic concepts of sociolinguistics
- To apply the concepts of sociolinguistics to their everyday interactions to understand customer needs and expectations.

c. Expected learning outcomes:

At the end of the course, students will be able to:

- explain the concept related to what linguistic diversity means in our multilingual context.
- list various diversities in the in the context of multilingual context.
- apply basic concepts of sociolinguistics around social phenomenon.
- To analyse the politics of language and look at data samples of language varieties from local communities.
- To map sociolinguistic variables and apply the same while deciding the preferences and needs of customers.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

This course consists of three modules each of which builds on the previous one in terms of exposing students to more complex concepts about the connection between language diversity and how it plays out in everyday communication. Classroom tasks and discussions will tap into learners' field experiences of interacting with a diverse customer base which in turn will sensitise them to linguistic plurality and allow them to arrive at a holistic understanding of the complex interactions between language and society. The readings will help them to make connections between experiences and their personal theories and map them to arrive at terms and concepts in sociolinguistics.

e. Course Details (week wise plan with readings).

The details of the modules are as follows:

Module 1: Languages in India (Week 1-3)

This module will introduce students to the multilingual and pluri-ethnic Indian context in which the learners operate in everyday life. They will be able to understand the complexity of language diversity and its effect on human interactions by engaging with questions around multilingualism, mother tongue and status of languages in society.



Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)
1.1	Multilingualism in India: - Introduction -Language Diversity in India	Students will be able to: - discuss viewpoints around different "mother tongue" in a plurilingual Indian context - Explain status of languages in Indian society	Pattanayak, D.P. (1984). Multilingualism and language politics in India. India International Centre Quarterly, 11,2, 125-131
1.2	-Effect of multilingualism on human interactions	Students will be able to - Understand the complexity of language diversity	---

Module 2: Language and society (Week 4-7)

This module will introduce students to how language use is influenced by various social factors such as class, socio-economic status, educational background etc. The complex interactions between social variables and language will be the primary focus. The distinction between linguistic egalitarianism versus social perceptions and prestige attached to language use will be discussed within a sociolinguistic framework focusing on concepts such as dialect, variety, diglossia, standard vs nonstandard, oral vs written form etc.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)
2.1	Influence of different Social Factors on multilingualism society such as: - Class -Socio-Economic Status -Educational background	Students will be able to. - reflect upon the complex interactions between social variables and language - describe the influence of different social factors on the language diversity in India	Meyerhoff, M. (2011). Introducing sociolinguistics. Second edition, Routledge: New York (chapters 2&3)
2.2	linguistic egalitarianism - Social perceptions -Strategies for understanding social perceptions such as: dialect, variety, diglossia, standard vs nonstandard, oral vs written form etc.	Students will be able to: - explain the concept of linguistic egalitarianism - use different strategies for understanding the prestige attached to language use	



Module 3: (Week 8-10) The Politics of language

This module will discuss the debates around language policy in India. The status of English, Hindi and regional languages will be discussed with an intention to sensitise students to the questions around 'national' vs 'official' language and issues such as attempts to homogenise language use in a diverse country like India. Some case studies will be included to discuss issues around this module.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)
3.1	Discourse of language policy in India	Students will be able to: -analyse different Language policies of India - explain different debates around language policy in India - evaluate the role of written script in securing linguistic status	Gavaskar, M. (2003). Politics of language. Economic and Political Weekly, 37,52, - 5274-5275
3.2	The status of English, Hindi and regional languages	Students will be able to: - sensitively respond to linguistic issues emerging from multilingual contexts - exhibit a nuanced understanding of the politics of 'national' vs 'official' language - reflect on the issues of attempting to homogenise language use in a diverse country like India	

Supplementary readings (Some excerpts only)

Blum, Susan. *Making Sense of Language: Readings from Culture and Communication*. Oxford: OUP, 2012.Print.

Devy, G.N., Davis, G.V., Chakravarty, K.K. (2016). *The language loss of the indigenous*. Routledge Manohar

Graddol, David (2006). *English Next*. London: British Council.

Hudson, Richard. *Sociolinguistics*. Cambridge: CUP, 1996.Print.

Hall, C.J., Smith, P.H., Wicaksono, R. (2017). *Mapping applied linguistics: A guide for students and practitioners*, Routledge: New York

Romaine, S. (2001). *Language in Society: An introduction to sociolinguistics*. OUP

Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society*, Penguin Books

Wardhaugh, Ronald. *An Introduction to Sociolinguistics*. U.K.: Blackwell Publishers, 2006. Print.

Yule, George. *The Study of Language*. 4th ed. Cambridge: CUP, 2010. Print.



Excerpts from NCERT position paper on Teaching of Indian languages and English will be included

Assessment plan

Project work 40 % (Throughout the semester)


Class test 30 % (Mid-semester)

Presentation of 2 reflective essays along with submission 30% (15% each) (Throughout the semester students will be expected to maintain a reflective diary and then take inputs from it to develop two reflective essays followed by an oral presentation of their reflections)

Project work: Students will be expected to collect data/samples from their field experiences and interview customers/stakeholders to understand language varieties and diversities in their work environment and make connections between their communicative strategies and customer expectations.


8. Pedagogy:

- Instructional strategies:** The course will heavily draw on experiential learning and learning by doing activities. Students' experiences of being multilingual and field visits will be the focus of discussion and reflection. Through individual and group reflection and discussion they will arrive at the concepts and ideas rather than other way round. A few films such as Hindi Medium, English Vinglish and videos will be used to take up relevant issues for class discussion. 1-2 guest lectures will also be conducted to allow students to interact with people working in the field of language.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** None
- Expertise in AUD faculty or outside:** Faculty with expertise in language studies/education
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others)**
Sites where BVoc students will have their field visits as part of their programme


Monishita H. Pande and Ipshita H. Sasmal
Signature of Course Coordinator(s)

Note:

- Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
- Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.


Signature of the Dean of the School



Proposal for Launch of a Course
(To be approved by the Academic
Council)

Area 1: Language Proficiency

Under the umbrella of Language Proficiency, various courses aim to help develop and improve the language proficiency of the students. In Semesters 1 and 2, a general English language proficiency (as English Proficiency Courses (EPC 1 and 2)¹) was the focus; and for Semester 3 *Business Communication 1* will be taught.

Proficiency courses tend to take care of general language competencies, while *Business Communication* course caters to specific needs of particular sectors. Having required general proficiency is a necessity but not a sufficient pre-condition for someone to pick up business communication. Thus, *Business Communication 1* is more specialised, with a narrower focused field of ESP (English for Specific Purposes); and hence should not ideally be subsumed within EPC. The curricula of both have been drafted and taught in collaboration with the Centre for English Language Education (CELE), AUD.

In Semester 4, *Introduction to Basic French* (3 Credits) will be offered as a foreign language and mandatory for the students of Tourism and Hospitality. *Applied Hindi for Business* (3 Credits) as a Modern Indian Language will be offered to the students of Retail Management and Early Childhood Centre Management and Entrepreneurship.

In Semester 5 while a higher level of French will be offered to students of T&H, the students of RM and ECCME will be offered electives of *Introduction to Basic French-1* or *Understanding language diversity in India*

In Semester 6 *Business Communication II* will be offered which will be an advanced version of *Business Communication I* taught in Semester 3.

¹Renamed after MS 2018 as advised by the Board of Studies in April-May 2018 → the new nomenclature is: English Proficiency 101 and English Proficiency 102 (Semester 1); and English Proficiency 102 and English Proficiency 103 in Semester 2. The students will be divided into two groups, Basic and Intermediate, based on the results of English Proficiency Test at the beginning of Semester 1.



SEMESTER 5: FRENCH

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc for T&H (GEC)
Course title	Introduction to Basic French- II
Course code	SVSIFC501
Semester	5 th
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for T&H
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	— BVoc Degree —
Proposed date of launch	Monsoon Semester 2019
Course coordinator and team	Mr Akha Kaihrui Mao, Dr Monal Dewle and Dr Shubhra Gupta

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**: Yes, the proposed course builds on the course SVS1VC301: *Introduction to Basic French* offered in Semester 4
2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): Basic knowledge of French is necessary.
3. **No. of students to be admitted** (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 (about 35-40)
4. **Course scheduling**(semester; semester-long/half-semester course; workshop mode. seminar mode; any other – please specify): Semester long
5. **How does the course link with the vision of AUD?**: AUD considers it to be its mission to create sustainable and effective linkages between access to and success in higher education. Against this background, the BVoc programmes impart practical training to its undergraduate students to enable them to pursue full-time or part-time tertiary education. They are industry related specialised programmes and courses that are in alignment with National Skill Qualifications Framework. The course under proposal aims to augment the skill-profiles of the graduates by providing them a working knowledge of a foreign language. French, in particular, will enhance the CV from the point of view of industries in the job market in Tourism and Hospitality as it will facilitate communication with tourists as well as familiarise the students with the various French terms used in the Hospitality sector, especially the basic terminology related to gastronomy.
6. **How does the course link with the specific programme(s) where it is being offered?**: The General Education Component is a cluster of courses for all three BVoc programmes at SVS. The GEC courses aim to strengthen communication skills, promote a deeper understanding of self and provide academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives. In Year 2, the job role for Tourism and Hospitality as defined by the National Skills Development Framework is that of Tour Manager and after Year 3 Assistant Catering Manager. Learning a foreign language is essential for the students of Tourism and Hospitality as it is an excellent way to make them aware of a new culture and diverse perspectives arising from a different social, political and economic background. Learning a foreign language also promotes self-reflection in trying to establish one's identity in relation to the new culture. Hence, a



foreign language course will be compulsory for them. Given this, the proposed course fulfils the objective of General Education Component scaffolding the vocational specific courses/programmes.

In addition, it has been suggested that French be offered as it is one of the primary languages used in Tourism and Hospitality. As the infrastructure of the University expands, it is hoped that other foreign languages will be offered.

7. Course Details

a. **Summary:** The course develops at a progressive step from *Introduction to Basic French* as offered in Semester 4. The topics listed below are achievable in 10-weeks period, and include typical themes, grammar and vocabulary fields. They are flexible rather than prescriptive. The idea is to provide a platform upon which the students can build on. To facilitate learning language apps and other online platforms are encouraged. The course is *application based* as mentioned in the "Outcomes" below.

b. **Objectives:** The objectives of this course are:

- to develop a basic knowledge of communicative French – speaking, listening, reading and writing; and

- to impart basic phrases, vocabulary and numerical awareness

c. **Outcomes:** By the end of the course, the student will be able to:-

- use simple phrases and sentences to describe what he/she does, where he/she lives and to talk about people he/she knows;
- familiarize names, words and very simple sentences, on notices, posters or in catalogues; and communicate on social media and look for information that he/she needs ;
- use basic grammatical structures which are important for basic communication to take place;
- identify familiar words and basic phrases concerning him or herself, his/her family and immediate surroundings when spoken slowly and clearly; and
- write short, simple texts like in postcards, invitations and informal letters or emails with a few details going beyond the basic information of name, time and place.

c. **Overall structure (course organisation; rationale of such organisation):** Certain topics – Vocabulary, grammar focus and skills have been identified which are achievable within a short semester. The facilitator can add to the list as time and need permits. Each class will have a theoretical and a practical aspect which is incorporated in the textbook that is going to be followed. In every class, a new concept will be learned and immediately followed by an activity where the students will have to apply what they have learned. This helps the students better understand the use of the grammatical concept they have learnt and also ensures an equal focus on theory and practice. In the table below, the first two modules, vocabulary and grammar, refer to the theoretical part of the course while the third module, skills, covers the practical side.

d. **Course contents detailed in week-wise format (tentative) / module-wise format:**

Note: In this course themes/topics have been identified, which are achievable within a short period of time. The facilitator will have the responsibility of covering the themes included based on his/her experience of organising lessons. He/she can add to the topics including suggesting books.

The table format has been adapted to suit the needs of the course as well as being mindful of the A4 portrait format of printing. Also, since SVS follows the AUD policy of Continuous



Evaluation and Assessment, the assessments are not designed in a module-wise format. The assessments are cited in point 9.

Module	Plan/ Theme/ Topic	Objectives: The students will...	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Topics and Vocabulary			
	<ul style="list-style-type: none"> • Festivals • Hobbies • The weather • Accommodation • Media (newspapers, radio, blogs, cinema, social networking sites) • *Food and drinks • *Holidays in France and abroad <p>Note: * The last 2 topics have been repeated from the previous course as they shall carry over to this course as well but with more vocabulary and more detailed sentences</p>	<ul style="list-style-type: none"> • learn the basics of French language – how to talk about their day and express basic thoughts, wishes and opinions. • learn French terms for common everyday things that one comes across at home, at work, at a restaurant, when travelling and when going out with friends. • learn basic communication in French which goes beyond just talking about themselves and their family to include talking about their surroundings. • be able to understand the information from basic documents like posters and notice. 	Please see below the table for list of books and resources to be used.	Please see point 9 for details
2	Grammar			



<ul style="list-style-type: none"> • 'RE' and 'IR' verbs • Irregular verbs and pronominal verbs in the present tense • Learn 'articles partitifs' to be used when talking about food and drinks • Imperative mode • The past tense with the auxiliary verbs 'avoir' and 'être' • Learn to ask and answer questions with 'why' and 'because' 	<ul style="list-style-type: none"> • learn how to give advice using the imperative mode and other expressions in French • Be able to describe common activities and narrate their personal experiences 		
3	Skills		
<ul style="list-style-type: none"> • Speaking/active practice in French using the information they have learnt in grammar • Role-plays • Listening to audios and videos • Pronunciation – key sounds 			

Readings and online resources:

1. Chappay, Elisa et al., *Le nouveau taxi ! 1*, Paris : Hachette, 2009 (textbook and workbook)
2. Hugot, Catherine et al. *Alter Ego + 1 : méthode de français : A1*, Paris : Hachette, 2012
3. Grégoire, Maïa, *Grammaire progressive du français – niveau débutant*, Cléinternational, 2010
4. Websites :
 - www.tv5monde.com (International French TV channel)
 - En.rfi.fr (International French Radio)
5. Youtube channels and podcasts for learning French :
 - Learn French with FrenchPod101.com : <https://www.youtube.com/user/frenchpod101>
 - Learn French with Alexa : <https://www.youtube.com/user/learnfrenchwithalexa>
 - Podcast français facile : <https://www.youtube.com/user/durrenbergerv>
6. A couple of French films from below can be selected and screened as part of the class activities:
 - i. Bienvenue Chez Les Ch'tis (The film talks about French stereotypes within France)
 - ii. Molière (is a mixture of Molière's plays. He to French what Shakespeare is to English)
 - iii. Intouchables (Contemporary comedy that touches the issues of racism, community service and class differences)



- iv. Effroyables jardins (is an emotional comedy about ordinary folk showing resistance against Germans when they were occupied during World War-2)

8. Pedagogy:

- Instructional strategies. The course will be taught through blended approach and covering all four language skills – speaking, writing, listening and reading – at the basic level. Choral practice remains one of the key methods to help along with practice on pronunciations, interactive work, take home assignments, through facilitator specified software, home-work assignments, app for smart phones etc.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Laptop, projector and speakers.
- Expertise in AUD faculty or outside: Outside
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

9. Assessment structure (modes and frequency of assessments)

The General Education Component is assessed by the University in accordance with its own policy.

- SVS follows AUD's policy of continuous assessment.
- SVS follows the AUD policy wherein no single assessment will account for more than 40 per cent.
- It will be undertaken to test the student's acquisition of skills and application.
- The presentations by students will be in English as they will not have the linguistic skills as yet to make presentations in French but the topics will be related to France and French culture. This will increase the exposure to the various cultural aspects.

Tentative Assessment Schedule with Weightage (To be defined by the faculty and students to be informed of the changes)

S.No.	Assessment	Period of Assessment	Weightage
1	Worksheets – pronunciation exercises- Active and constructive class participation/ attendance	Through the semester	30%
2.	Presentation		20%
3.	Mid-Semester		20%
4.	End-Semester		30%

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

General Education Component

Area 2: Life Skills

Life Skills (Interpersonal and Organisation): This course titled *Life Competencies for Sustainable Employability (LCSE)* looks at connections between individuals, groups, values, attitudes, behaviours, conflict resolution, interpersonal and organisational behaviour. It also focuses on developing important abilities in the youth like effective decision making and time management. While the basic frame was developed with the help of AUD internal faculty, the course has been developed and taught by members from Pravah². The course is pitched at progressive levels and continues for all Semesters, as mentioned below.

- Semester 1: Beginner Level 1
- Semester 2: Beginner Level 2
- Semester 3: Practitioner Level 1
- Semester 4: Practitioner Level 2
- Semester 5: Expert Level 1
- Semester 6: Expert Level 2

Semester 5: Life Competencies for Sustainable Employability (LCSE)

***Focus:* Expert Level 1 and 2**

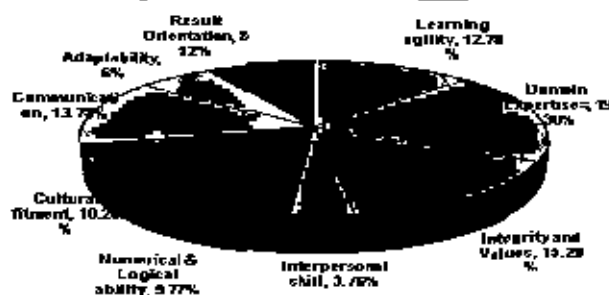
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc Programmes
Course title	Life Competencies for Sustainable Employability (LCSE): Expert Level 1 and 2
Course code	SVS1FC511
Semester	5 th
Total Credits	3
Course type (core/compulsory/ elective/any other – please specify)	Foundation Course/Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BVoc Degree
Proposed date of launch	Monsoon Semester 2018
Course coordinator and team	Mr Akha Kaihrii Mao, Dr Richa Awasthy, Members of Pravah

²<http://pravah.org/content/>



1. **Does the course connect to, build on or overlap with any other courses offered in AUD?:**
The course, *Life Competencies for Sustainable Employability (LCSE): Practitioner Level*, does not consciously or systematically builds on or overlaps with other courses in AUD (other than the ones at School of Vocational Studies) but connects with various courses offered in School of Business, Public Policy and Entrepreneurship. However, the objectives, pedagogy and direction of the sessions are different. The LCSE: Practitioner Level 1 is vertically integrated with the LCSE: Beginner Levels I and II offered in Semesters 1 and 2. LCSE will be offered throughout the six semesters at varying progressive levels.
2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify):** There are no specific requirements or pre-requisites for joining the course. Initially, the course is open for the students enrolled in BVoc Programme but it is hoped that with the provision of credit transfer at AUD, students from other school of AUD will be able to opt for this course too after the pilot launch.
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Number of students will be based on the size of the cohort admitted/promoted to Semester 3 to the Bachelor of Vocation (B.Voc) Programme (about 35-40).
4. **Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester long course for Retail Management and Early Childhood Centre Management and Entrepreneurship; and dependent on the duration for which the students of Tourism and Hospitality are in campus.
5. **How does the course link with the vision of AUD?:** AUD aspires to provide its students with high quality education that liberates and empowers, promotes equity and social justice and contributes to the development of empathetic, responsible human beings. The BVoc is an innovative, comprehensive, experiential learning programme that combines skill training in specific vocations with General Education Component which strengthens communication skills, promotes a deeper understanding of self and provides academic exposure to a wide range of social, political, economic aspects around which they will strive to build their perspectives.
6. **How does the course link with the specific programme(s) where it is being offered?:** In order for livelihoods to be sustainable, young people need to have the knowledge, skills, attitudes and appropriate behaviour to get work, stay in work and do their job well. It would follow that employability programmes should have domain skills along with life capacities. The *India Skill Report 2017* reiterates this by showing that employers wish to hire people who possess major life capacities. Please refer to the adjoining diagram¹, where life capacities and skills add up to 71% (adaptability, cultural fitment, interpersonal skill, integrity and values, learning agility and communication) and Technical skills (domain expertise and numerical and logical ability) add up to only 21%.

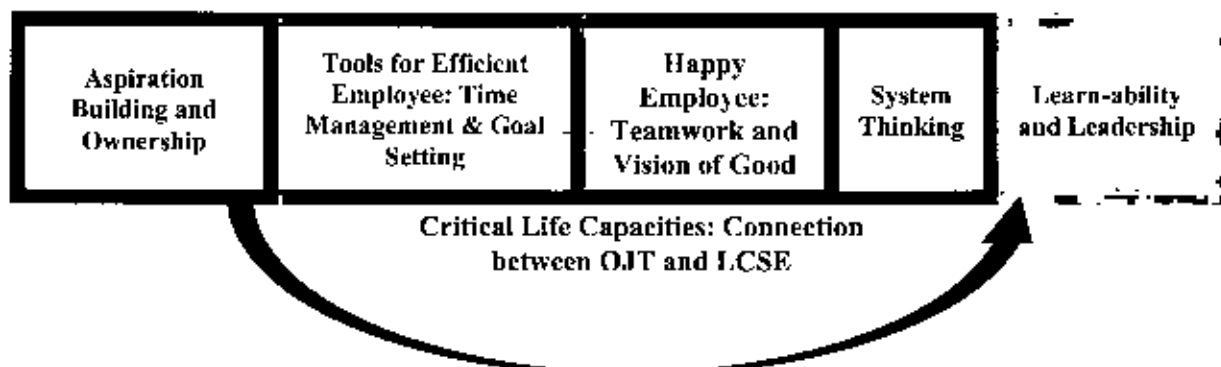


Life Competencies for Sustainable Employability takes this vision and its goals forward. It seeks to develop an intellectual disposition in the students through situated cognition and informed debates so that they are equipped to learn, understand and reflect on all issues in logical, multi-disciplinary yet



sensitive, creative ways and evolve into socially responsible, mature citizens who value diversity and difference.

Pravah's life capacities programme is specially designed for the skilling sector, using a holistic livelihood approach. The key difference between LCSE and a traditional vocational training approach is the integration of real employer needs and a youth development approach. In a typical vocational training approach, the driving force is the market and there is a heavy skew towards providing technical skills with a more recent addition of some limited class-room based life skills such as communication (focusing largely on how to do well in the interview), team-work, grooming and customer orientation.



In contrast, in the LCSE approach, the driving force is the young person and thus the starting point is facilitating the young person to understand themselves and their aspirations so that their livelihood choices are aligned to these aspirations. The emphasis is on building capacities and skills that an employer would look for, including the ability to deal with conflicts positively, to take initiative when necessary, and to take decisions which reflect a good balance of people and task orientations, to negotiate effectively and be a good leader is given. Therefore it's called LCSE wherein life capacities are key elements for enabling the young people to sustain in their job/ area of employment

7. Course Details: Expert Level 1 and 2 (Year 3)

- a. **Summary:** The course, *Life Competencies for Sustainable Employability*, has been designed to bridge the gap between expectations of employers and potential employees, and to equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

Values, attitudes and behaviours are the core of the curriculum. Modules are designed to help build meta-capacities in potential employees including aspiration building, ownership, ability to learn, empathy, and creating and interpreting reality. Later on the course talks about how an entrepreneurial mindset and system thinking approach helps the students to understand different stakeholders/parts in an organizational system.

Since there are different elements in the organizational system, their needs are also different; and as there are different needs for each element, there is possibility of conflicts/ gap. It's important to understand the gaps in the organization arise due to mismatch in the envisaged and actual execution and look out for holistic solution oriented approach.

Effective decision making and behaviours are input modules that help make the potential employee an efficient, effective, happy and preferred by the employer. It has sessions on enhancing productivity, goal setting, project management, decision making, discipline, customer orientation, empathy, health and well-being, positive relationships, handling cultural



transitions, resolve conflicts, teamwork, wholesome leadership skills, and finally congruency between inside and outside

Alignment to social realities takes the potential employees a step further and helps build a socially responsible perspective in them such that they appreciate and respect diversity including gender, caste etc. Thus, the effort is to build an agency in the young people/potential employees such that they can lead self-directed lives and are able to respond to emerging needs of a changed environment.

b. **Objectives:** The objectives of the Course is to :

- Bridge the gap between expectations of potential employers and employees.
- Equip potential employees with flexible, congruent wholesome leadership values, attitudes, behaviours and decision-making capacities.

c. **Expected learning outcomes:** After completing the course, the students will be able to:-

- Analyse their needs, build their aspirations, identify the values and attitudes behind their patterns that are hindering them and inspire them to strengthen their capacities using simple tools.
- apply the knowledge related to meta-capacities for effective decision making,
- draw goals, undertake project management that helps them to lead towards reach the potential to become efficient, effective, satisfied and preferred employee by the employer.

d. **Overall structure (course organisation; rationale of such organisation):**

The 'Life Competencies for Sustainable Employability' is a life skill based curriculum. The course is divided into 5 modules for the Semester 5. In Semester 5 a total of 9 sessions would be required to transact the course, additionally 3 to 4 sessions will be part of assessments and project work.

The course is divided into 5 modules for the Semester 6. In Semester 6 a total of 7 sessions would be required to transact the course, additionally 3 to 4 sessions will be part of assessments and project work.

The number of sessions is inclusive of in-built assessment time and presentations by students. Sessions may be combined into 4 hour slots once or twice in the semester for field based experiential learning activities, assessments and group project work.

Table 1: Overview of Life Competencies for Sustainable Employability – Semesters 1, 2 and of Semester 3 and 4 along with Semester 5 and 6

S. No.	Name of the Module	Hours*
Semester 1: Beginner Level 1		38 - 40 hrs
1	Introduction	3.5
2	Maintaining a Reflective Journal Part I	2.0
3	Exploring Self	7.0
4	Aspiration Building	7.0
5	Taking Ownership	4.0
6	Efficient Employee Part 1	4.0
7	Maintaining a Reflective Journal Part 2	2.0
8	Decision Making	4.0



9	Learnability (Learning-Ability) Part 1	4.0
10	Comprehending Social Narratives	2.5
Semester 2: Beginner Level 2		38 - 40 hrs
1	Mapping my Relationships	2.5
2	Maintaining a Reflective Journal Part 3	2.5
3	Leadership Part 1	2.5
4	Efficient Employee Part 2	7.5
5	Happy Employee Part 1	8.0
6	Maintaining a Reflective Journal Part 4	2.5
7	Systems Thinking Part 1: Laws of System Thinking	6.0
9	Learnability (Learning-Ability) Part 2	3.5
S.No.	Name of the Module	Hours*
Semester 3: Practitioners Level 1		35 - 40 hrs
	Maintaining a Reflective Journal**	
1	Empathy	5.0
2	Conflict Management	9.0
3	Effective Employee Part 1	8.0
4	Understanding Organisational Structure	5.0
5	Handling Cultural Transitions	4.0
6	Learnability (Learning Ability)Part 3	4.0
Semester 4: Practitioners Level 2		35 - 40 hrs
	Maintaining a Reflective Journal**	
1	Leadership Part 2	9.0
2	Building Ownership in Workspace Part 1	6.0
3	Living and Learning Organisations	7.0
4	Looking at World from an Entrepreneurial Lens	7.0



5	Appreciating Diversities at Workplace Part 1	6.0
<i>S.No.</i>	<i>Name of the Module</i>	<i>Hours*</i>
	<i>Semester 5: Expert Level 1</i>	35 - 40 hrs
	Maintaining a Reflective Journal**	
1	Effective Employee Part 2	6.5
2	Communication at Workplace	6.5
3	Building Ownership in Workspace Part 2	6.5
4	Working in Teams	4.5
5	Building Entrepreneurial Mindset Part 1	12.0
	<i>Semester 6: Expert Level 2</i>	35 - 40 hrs
	Maintaining a Reflective Journal**	
1	Effective Employee Part 3	4.5
2	Desired/ Preferred Employee	4.5
3	Leadership Part 3	9.0
4	Building Entrepreneurial Mindset Part 2	7.0
5	Learnability (Learning Ability)Part 4	10.0

* The hours for each module are approximations. Some changes may be expected as the course is transacted.



** In starting of each semester, reflection of previous learning is important and reiteration of maintaining reflection journal will be done as part of building continuous learning process.

e. Course contents detailed in week-wise format (tentative) / module-wise format:

Note: The format of the table has been adapted to the outline of the course. Since this course has been designed by a partner organisation, Pravah, they are developing a facilitator's manual which will give a detailed outline of all the content. Also, the course was designed in such a way that the 'life skills' are taught through activities. Readings for this course are usually at the post-graduate level, thus appropriate level readings are being included in the manual. The assessments are cited in point 9.

Semester 5: Expert Level 1

Module	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)/ Notes etc
1	Effective Employee Part 2 Experiential Methodology:		
		<ul style="list-style-type: none"> Rubber band game for establishment of cherished roles as a mind jog Self explorer inventory for personal connect Story telling- symbolic activity Murder mystery- simulation game Re-script roles activity 	
1.1	Aspired Roles and Beliefs at Personal Space and Workplace	By the end of the session, the students will be able to: <ul style="list-style-type: none"> Identify top cherished roles Reflect on habits that help you perform your personal and professional role better Reflect on habits that you wish to change in a particular role 	Paper by Prof. Peter Larkin and Edward . Gould, University of Wollongong. Link: https://pdfs.semanticscholar.org/d80f771a78c737011a22d4901a6512980338d6022.pdf
1.2	Stories in my head: From Workplace Perspective	By the end of the session, the students will be able to: <ul style="list-style-type: none"> Articulate what beliefs or stories do they hold in their head that define how they will fulfill their cherished personal and professional roles. Define what conflicts are there between the different roles. Analyze their self point of view versus multiple points of view in order to be effective in their team and at their workplace 	
2	Communication at Workplace Experiential Methodology:		
		<ul style="list-style-type: none"> Quiz for understanding the role of listening in day to day life . Reflection and Sharing Role Play to understand key components of Active and Passive Listening behaviour Reflection, discussion and sharing Find the partners game to understand communication is part of our daily life, essential for living	



2.1	Active Listening	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between active and passive listening • Articulate the importance of active listening at workplace • Understand the factors that hinder active listening • Identify skills that need to be developed to be an active listener 	<p>Video by MindToolsVideos: https://www.youtube.com/watch?reload=9&v=t2z9mdX1j4A Article: https://www.mindtools.com/CommSkll/ActiveListening.htm</p>
2.2	Effective Communication	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Identify the important elements of effective communication: Listening, Speaking • Identify the barriers to effective communication • Apply the strategies that ensure effective communication at workplace 	<p>Tool kit on Communication skills: https://www.mindtools.com/pages/main/communication_skills.htm</p>
3	<p>Building Ownership in Workspace Part 2 Experiential Methodology:</p> <ul style="list-style-type: none"> • Feeling Literacy: Feelings wheel • double loop learning to understand stress and effect of workplace stress • Pre-mediation (pre-planning) tool to deal with stress at workplace for entire system • Feeling to fact navigation activity <p>Slideshare: https://www.slideshare.net/PRUTHVIKGS/stress-management-at-work-place-42211689</p>		
3.1	Stress Management at Workplace	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Identify and articulate reasons and effects of workplace stress and importance of managing stress • Identify strategies to effectively deal with stress at workplace • Explain how pre-mediation (pre-planning) as a process would help to bring down stress not only for individuals but also in the system 	<p>Articles: https://www.mindtools.com/pages/article/managing-stress.htm https://www.mindtools.com/pages/article/minimizing-work-space-stress.htm Organizational Behaviour- Stephen P. Robbins: Chapter 18- Organizational Change and Stress Management page 591, 595</p>
3.2	Managing Emotions- Role of Emotional Intelligence at Workplace	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Identify emotions and feelings that effects them at self and professional level • Share what currently is not making them feel good and identify ways in which they can manage those feelings for their own 	<p>Articles: https://www.mindtools.com/pages/article/managing-emotion-in-team.htm https://www.mindtools.com/pages/article/newCDV_59.htm</p>



		<p>selves and support others in doing the same in to order help their own and others' learn-ability. (Navigate from feelings to facts to manage the emotions)</p> <ul style="list-style-type: none"> • Apply feeling literacy/ feeling wheel tool to manage emotions at self and workplace level 	<p>Video: https://www.youtube.com/watch?v=hlFPjCvTxA</p>
4	<p>Working in Teams Experiential Methodology:</p> <ul style="list-style-type: none"> • Broken square game • Collaborative feedback: CEDAR model - Infographic tool https://www.mindtools.com/media/Images/Infographics/Collaborative_Feedback_Infographic.pdf 		
4.1	<p>Working in Teams: Importance of Collaboration</p>	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Define the concept and importance of collaboration • Articulate and demonstrate various strategies to collaborate at workplace 	<p>Infographic tool: https://www.mindtools.com/pages/article/collaborative-infographic.htm</p>
5	<p>Building Entrepreneurial Mindset: What, Why & Meta-processes of Entrepreneurship Part 1 Being an entrepreneur is just not limited to start an enterprise but it's more than that. It's about having the entrepreneurial mindset that allows a person to take leadership, take risk, be more innovative, achievement oriented; and these attributes are equally significant for an employee and therefore carry an intra-preneurial mindset to apply at workplace as well.</p> <p>Experiential Methodology:</p> <ul style="list-style-type: none"> • Interaction and meeting with an Entrepreneur • A mock project for students to experience and examines the values, attitude and skills for self and for being an entrepreneur 		
5.1	<p>Who is an Entrepreneur part 1</p>	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Define the qualities of an Entrepreneur by meeting and interaction with an entrepreneur • To examine and identify the values, skills and attitudes of an entrepreneur 	<p>This Module includes more experiential tools like meeting/ talks with an entrepreneur and practice through a mock project for students to experience and examines the values, attitude and skills for self and for an entrepreneur.</p>
5.2	<p>Who is an Entrepreneur part 2</p>	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • To map my own strengths and challenges as an entrepreneur • To practice entrepreneurship through a mock project 	



Module	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)/ Notes etc
1			<p>Effective Employee Part 3 Experiential Methodology:</p> <ul style="list-style-type: none"> • 'Spot the Change' game to understand that some changes are readily observable while others are difficult to identify. • Concept setup: 7 steps to effectively cope with a change • Identification of personal and professional aspects/ situation to apply 7 steps <p>Case study: Change Management-OD Process Case Study of General Motors</p>	
1.1	Workplace Adaptability: Responding to Change		<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Visualize and articulate the transitions that they would undergo as they begin their work lives on completion of the B.Voc course • Plan strategies to cope with the many challenges that a new job and work environment would entail 	<p>Organizational Behaviour- Stephen P. Robbins: Chapter 18- Organizational Change page 577</p> <p>Video Lesson by Sean Kennedy: https://study.com/academy/lesson/adaptability-in-the-workplace-strategies-importance.html</p>
2			<p>Desired/ Preferred Employee Experiential Methodology:</p> <ul style="list-style-type: none"> • Role play • Prisoner's dilemma game to bring out the process of decision-making and the relevance of congruent decision making. • Reflection and sharing <p>Case study: Value Congruence Among Transformative Leaders in the Pharmaceutical Industry- https://scholar.valpo.edu/cgi/viewcontent.cgi?article=1205&context=jvbl</p>	
2.1	Demonstrate Congruent Behaviour		<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Explain the meaning of 'congruent behavior' at work and its importance in making an employee 'desired' • Identify the gaps in their attitude, values or behaviour that lead to incongruence • Understand the importance of aligning actions to values. This is Congruency. 	<p>Paper by Johan Bertlett) & Curt R. Johansson (Department of Psychology, Lund University, Lund, Sweden) A two-way approach of congruent behavior between leaders and staff in the employeeship concept: https://www.emeraldinsight.com/doi/abs/10.1108/01437731211241238</p>
3			<p>Leadership Part 3 Experiential Methodology:</p> <ul style="list-style-type: none"> • Invisible maze canvas/ grid including solution list • Slides/ppt with the animated double loop 	



	<ul style="list-style-type: none"> • Reflection, sharing and creation of action plan for self • Case study of Ms. Chinnapillai • Wholesome leadership- self inventory <p>The Unknown I-Land app: https://play.google.com/store/apps/details?id=com.zmq.cyc (Share Credit. ComMutiny – The Youth Collective)</p>		
3.1	10 P's of Leadership	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Define the concept of 10 P's of leadership • Articulate the importance of 10 P's of leadership at self and workplace level • Apply at least 3-4 P's at self and workplace level by creating an action plan vis a vis the 10 Ps to strengthen their capacity to hold the workplace space effectively 	<p>9 P's of leadership article by Sander Flaum: https://www.nbizmag.com/magarticles/leadership.pdf</p>
3.2	Build Wholesome Leadership: Leader in Me	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Define a wholesome leader • Examine their own leadership style and identify gaps that stops to become a wholesome leader • Articulate the labour law relevance to the industry they are working in 	<p>All these labour laws in this session are related to employee welfare/benefits and mostly the application and reinforcement of these are directly related to a leader in an organization, therefore as a wholesome leader it's important that the students are aware of these and build a understanding that how a leader can play a crucial role for implementation in their organization</p>
4.	<p>Building Entrepreneurial Mindset: What, Why & Meta-processes of Entrepreneurship Part 1</p> <p>Experiential Methodology:</p> <ul style="list-style-type: none"> • Practice entrepreneurship through a mock project • Mapping of self level strengths and challenges for being an entrepreneur • Self reflection (inventory): Self audit • Game 'Neta-Neta Chaal Badal' <p>Boon/bane – Game trust fall</p>		
4.1	What, Why & Meta-processes of Entrepreneurship: a. Learning from Mistakes	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Define the learning attributes of an Entrepreneur • Demonstrate how to learn from mistakes in order to bring entrepreneurial perspective at workplace 	<p>Forbes Article: https://www.forbes.com/sites/theyec/2018/02/23/7-mistakes-every-entrepreneur-can-learn-from/#38b18c4a1ad3</p>
4.2	What, Why & Meta-processes of Entrepreneurship: b. Risk taking	<p>By the end of the session, the students will be able to:</p> <ul style="list-style-type: none"> • Exploring and identifying their fears and how to deal with them 	<p>Article: https://www.entrepreneur.com/article/270320</p>



		<ul style="list-style-type: none"> Apply boon/bane ratio to overcome the fears and take calculated risks 	https://www.researchgate.net/publication/227660026 <u>Entrepreneurship and Risk Taking</u>
5	Learn-ability (Learning Ability) Part 4 Experiential Methodology: Role play/ skits/ gallery setup/ exhibition/ poster or ppt presentation; creative mediums as per student's choice to showcase the consolidated learning's of LCSE		
5.1	Learning Meta (Fair): Connecting the Dots	By the end of the session, the students will be able to- <ul style="list-style-type: none"> Experience the concept of lifelong learning through various creative mediums Consolidate their learning's from LCSE subject 	

8. Pedagogy:

- a. **Instructional Design:** Another unique aspect of the curriculum is that it moves away from lecture based methodology and uses experiential methods. This means creating experiences within the classroom where the potential employees draw on their real-life experiences to understand and relate to the topic of the session and learns new frameworks and content. Role-plays, simulations, story-telling, learn-a-gizers (energizers with learning key messages), videos, group work, self-assessment, simple inventories and action projects are some of the methods used.

Pravah uses "Walker-Cycle" as the basic tool to design the LCSE sessions which is essentially comprise of simulation activity as a personal connect to establish relevance with the topics or issue and further elaborate it with the information exchange and information application. Real world connect is one of the most important parts of all the LCSE sessions. Students need to apply the learning in their personal and professional life in terms of On-Job-Training (OJT) and further reflections and experiences are required to be captured in 'Reflection Journal'. Application of learning helps the students to realise the challenges and take those challenges as opportunity to learn and unlearn and deal with the issues with more objectivity.

Example: Appreciating diversity at workplace and ownership of workplace etc. will enable the students to become a wholesome team player at their OJT and further in future at their work place. Furthermore, through exponentially understating the leadership and system thinking etc. students will move towards becoming a wholesome leader.

- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Since the sessions are delivered in a workshop mode, they are usually done in a group in a circular setting. For that we need a classroom devoid of chairs and tables. Floor seating would be ideal otherwise a carpet on the floor will also work.

Apart from that, general stationary including but not limited to chart paper, flip charts, sketch pens, permanent markers, post its (4 colours), scissor, stapler, tape, A4 sheets (white and coloured), clear bags for the students, would be needed. Not all the things will be required for the all the sessions.

Since the delivery will also include video clips, a projector and speaker will also be needed.

U.S.Y



c. Expertise in AUD faculty or outside: Members of Pravah

d. Linkages with external agencies (e.g., with field-based organizations, hospital); any others): None that are needed for the course except the facilitators from Pravah as and when needed.

9. Assessment structure (modes and frequency of assessments):

The General Education Component is assessed by the University in accordance with its own policy for each semester

- SVS follows AUD's policy of continuous assessment.
- SVS follows the AUD policy wherein no single assessment will account for more than 40 per cent.
- It will be undertaken to test the student's acquisition of skills and application.

S. No.	Assessment	Assessment Mode	Weightage
1	Assessment 1	Reflective Journal	30%
2	Assessment 2	Group Assignment	20%
3	Assessment 3	End Semester Exams	30%
4	Assessment 4	Individual Assignments (Classroom Test, Quiz etc.) – Class participation	20%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



EARLY CHILDHOOD CENTRE MANAGEMENT AND ENTREPRENEURSHIP

Introduction

Research evidence from developmental neurosciences suggests that foundational competencies and substantial amount of brain circuitry is constructed very early in life and these have a lasting impact on the learning and development in the later years (CDC, 2007). However, despite the evidences from neuroscience and economic benefits of investing in young children for their well-being, early childhood continues to be an area of a great concern. Many children still fail to reach their full potential because of inadequate care and early stimulation, poverty, malnutrition, poor health and poor quality early childhood care and education.

While research and advocacy across the globe points to the need for greater attention to the early childhood years, the National Early Childhood Care and Education Policy (2013) also points to the need of "holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualized learning opportunities for laying foundation and attaining full potential" (p. 8). It further commits to universal access to quality early childhood education by enhancing capacities and monitoring and supportive supervision.

The Right of Children to Free and Compulsory Education (RTE, 2009) addresses ECE under Section 11 of the Act. It states that,

"With a view to prepare children above the age of three years for elementary education and to provide early childhood care and education for all children until they complete the age of six years, the appropriate Government shall make necessary arrangement for providing free pre-school education for such children."

The RTE (2009) while addressing the need for pre-school programmes for children in the age group of 3-6 does not include the age group of birth to three years in its ambit.

The programming context in the country for children for the age group of birth to six years also highlights inequities and gaps in services. Several programmes do exist at the National level such as the Anganwadi/Crèche services by the Integrated Child Development Scheme (ICDS), the Rajiv Gandhi National Crèche Scheme for Working Mothers (2006), crèches under the MGNREGA Act. and so on. While all these programmes aim to provide care and education services for children under the age of six years, etc., these do not address the needs of the growing population in a country like India. On the other hand, also existing in this landscape is the growing sector of NGOs run programmes and especially those managed by private providers. While the National ECCE Policy along with the National Early Childhood Care and Education Curriculum Framework (2013) provides guidelines for services including capacity building for the professionals—there is almost no regulations for the same. Additionally, Delhi's specificities with regard to diversity, immigration, inequalities across social groups and stratified provisions also highlight challenges of managing programmes for young children.

While the research and the provisioning context in the country point to the need for programmes for young children—especially for birth to six, one also needs to examine the kind of professional programmes that exist for preparing professionals to work with young children. Without a cadre of professionals in this area, the goals of "enhancing quality" cannot be accomplished. Given the growing demands for services related to Early Childhood Care and Education in country like India although, inadequate—programmes do exist for preparation of professionals, especially preschool facilitators (for 3-6 years), e.g., the Preschool Diploma Programme by NCTE. However, programmes for preparation of day care professionals are virtually non-existent. Preparing ECCE and day care professionals has also been historically marginalised within the higher education landscape in India.



Thus, the BVoc in ECCME programme has been conceptualized keeping the need to locate the preparation of day care professionals in the university system as a degree programme. It is not a programme for preparation of preschool teachers. While a day care could have children from ages six months to 11 years, the specific focus in this degree programme would be two-fold—firstly on day care services for children from six months to three years and secondly after school care for children upto elementary. A centre based day care with trained professionals would typically address issues of not just health and safety, but also create an environment that fosters cognitive and social-emotional development.

BVoc Objectives for Diploma, Advanced Diploma and Degree Programmes

The programme has been conceptualized with multiple exit options leading to Diploma, Advanced Diploma and Degree Programmes as presented below:

Qualification	Career Opportunities
i. Exit after 1 year with Diploma	Can work as 'Day Care Facilitator'/Assistant in ECD Programmes
ii. Exit after 2 year with Advanced diploma	Can work as 'Supervisor' with 3-4 day care facilitators under him/her.
iii. Completing BVoc programme	Can work as 'Centre Head'/Entrepreneur

The broad objectives of the programme are as below:

- To develop a comprehensive knowledge on early childhood education.
- To prepare multi-layer skilled professionals for the crèche/day-care sector.
- To develop understand on the developmental needs of children from birth to six years of age.
- To develop such required skills as a professional trainer on practice of different roles in a crèche/day-care setting
- To prepare business plans for running and managing crèche/day-care

BVoc Programme Structure

The UGC Guideline for BVoc suggests the following credit distribution for each of the years of the programme:

Table 1. Cumulative credits to be awarded as per UGC guidelines

NSQF Level	Semester	Duration	Qualification Pack	Skill Component Credits	General Education Component	Total Credits	Exit Point/ Level of Award
5	One & Two	1 year	Day Care Facilitator/ Assistant in Early Childhood Development Programmes	36	24	60	Diploma



6	Three & Four	2 years	Supervisor (with 3-4 Day Care Facilitators under him/her)	72	48	120	Advanced Diploma
7	Five & Six	3 years	Centre Head /Entrepreneur	108	72	180	BVoc Degree

Guidelines for Credit Calculation

Guidelines used for credit calculations are in alignment with the UGC Guidelines.

The below norms are used for computation of credit hours:

- Under Skill Component:
 - o Theory: 01 Credit = 15 hours of teaching
 - o Practical/Internship: 01 Credit = 30 hours of training
- Under General Component:
 - o Theory: 01 Credit = 15 hours of teaching

S. N.	BVoc: Early Childhood Centre Management and Entrepreneurship (ECCME)		
Semester-1			Credits
1.	Skill Component Theory	SVS1EC101: Early Childhood and Child Care Services in India	2
2.		SVS1EC102: Child Care, Development and Well Being	2
3.		SVS1EC103: Health and Nutrition in the Early Years	2
		Total	6
Skill Component: Workshops			
4.	Skill Component: Workshops	SVS1EC104: Self Development and Entrepreneurship	1
5.		SVS1EC105: Care of the Young Child	1
6.		SVS1EC106: Health and Nutrition	1
		Total	3
Internship			
7.	Skill component: Practical	SVS1EC107: Internship	9
		Total	9
		Skill Component Total	18
		Semester – 1 Total	30
Semester-2			
1.	Skill Component: Theory	SVS1EC201: Play, Learning and Development	2
2.		SVS1EC202: Early Stimulation and Early Intervention	2
3.		SVS1EC203: Building Partnerships with Parents	2
4.		SVS1EC204: Child Protection and Child Rights	2



		Total	8
		Skill component workshops	
5	Skill component: Workshops	SVS1EC205: Material Development for Enhancing Play of Young Children	1
		SVS1EC206: Storytelling and Shared Reading	1
		SVS1EC207: Play and Engagement with Children	1
		Total	3
6.	Skill component: Practical	SVS1EC208: : Internship	7
		Total	7
		Skill Component Total	18
		Semester – 2 Total	30
	Semester 3		
1.	Skill Component: Theory	SVS1EC301: Promoting Early Language, Literacy and Numeracy	2
2.		SVS1EC302: Planning a Programme for Day Care	2
3.		SVS1EC303: Developing Young Children's Creativity	2
		Total	6
		Skill component workshops	
4.	Skill Component: Workshops	SVS1EC304: Creativity and Expression in the Early Years	1
5.		SVS1EC305: Conversations with Young Children	1
6.		SVS1EC306: Planning Early Language, Literacy and Numeracy Activities	1
		Total	3
7	Skill Component: Practical	SVS1EC307 Internship	9
		Total	9
		Skill Component Total	18
		Semester – 3 Total	30
	Semester-4		
1.	Skill Component Theory	SVS1EC401. Observing Young Children in a Child Care Setting	2
2.		SVS1EC402: Addressing Diversity and Inclusion in a Day Care Centre	2
3.		SVS1EC403: Providing Care to School Age Children	2



		Total	6
		Skill Component workshops	
4.	Skill Component Workshops	SVS1EC404: Developing the 'Professional' Self	1
5.		SVS1EC405: Planning for an Inclusive Setting	1
		SVS1EC406: Activities for Children in After School Programme	1
		Total	3
6.	Skill component Practical	SVS1EC407 Internship	9
		Total	9
		Skill Component Total	18
		Semester – 4 Total	30
Semester-5			Credits
1.	Skill Component (SEC) Theory	SVS1EC501 Inclusive Early Childhood Centre. Design and Setup	2
2.		SVS1EC502 Early Childhood Care Services and Systems: Models and Approaches	2
3.		SVS1EC503 Understanding Children's Social Emotional Worlds	2
		Total	6
4.	Skill component workshops	SVS1EC505 Designing an Inclusive Centre	1
5.		SVS1EC506 Marketing of an Early childcare centre	1
6.		SVS1EC507 Socio-Emotional Needs in Childhood years	1
		Total	3
7.	Skill component Practical	SVS1EC508 Internship	9
		Total	9
		Skill Component Total	18
		Semester – 5 Total	30
Semester-6			
1.	Skill Component (SEC): Theory	SVS1EC601 Management of a Day care centre	3
2.		SVS1EC602 Finance and Record Keeping*	2
3.		SVS1EC603 Leadership and Mentoring	2
		Total	7



4.	Skill component Workshops	SVSIEC604 Management of a centre*	1
5.		SVSIEC605 Workshops by entrepreneurs	1
6.		SVSIEC606 Organizing events at the day care centre	1
		Total	3
7.		SVSIFC607 Internship	8
		Total	8
		Skill Component Total	18
		Semester – 6 Total	30

* Subject to change



EARLY CHILDHOOD CENTRE MANAGEMENT AND ENTREPRENEURSHIP (ECCME)

Proposal for Launch of a Course (Semester-5)

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & School of Education Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Inclusive Early Childhood Centre: Design and Setup
Course code	SVS1ECS01
Total Credits	2
Course type (core/compulsory/ elective/any other - please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2019, Semester-5
Course coordinator and team	Fariha Siddiqui & Sunita Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD? Yes. The course builds upon the courses related to early childhood curriculum, early simulation and early intervention and addressing diversity and inclusion in a day care centre.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others - please specify) The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other - please specify): Semester-long

5. How does the course link with the vision of AUD? The university aspires to prepare informed professionals who will take up their social responsibility and serve the marginalized sections of the society. The purpose of this course is to enable students to work as a trained professional and/or to design and set up inclusive child care centres for providing quality day care services.

6. How does the course link with the specific programme(s) where it is being offered? This is a core course offered in the semester 5 of the BVoc programme (ECCME) as part of the core professional skill for a day-care-centre.

7. Course Details:

a. Summary: Children bring in diversities that are based on culture, language, caste, gender, class, ability, etc. in the day care centre as they walk in. Their development and learning across the domains



needs to dynamic and engaging. It is critical for the day care providers to ensure that not only are the physical spaces of the centre conducive to the inclusion of young children, they are also provided opportunities in the curriculum to participate to their full capabilities. The curriculum needs to build spaces for children to develop a sense of belonging and enabling relationships in a safe environment. This entails that the design of the day care settings are created with a vision of fostering inclusion keeping in mind the three key principles of 'access', 'participation' and 'support'.

b. *Objectives:* The broad objectives of the course is to-

- Understand the significance of an inclusive childcare centre.
- Understand and identify the types of diversities and abilities present in a childcare centre and explore ways to address them.
- Explore the relevance of responsive learning environments that caters to every child's needs related to development, care and protection.
- Understand the principles of designing and creating spaces in a childcare centre for an inclusive environment.

c. *Expected learning outcomes:* On completion of the course, the students will be able to-

- Assess and design developmentally and contextually appropriate and accessible spaces for children at the childcare centre
- Create or revise policies, procedures, and practices at the centre to ensure children of all abilities are included.
- Identify and arrange creative and flexible materials and special equipment for different children at the centre.
- Prepare tools to identify specific needs of children attending a childcare centre
- Identify the role of different stakeholders in designing an inclusive childcare centre
- Prepare the centre staff to help all children in accordance with their abilities.

d. *Overall structure* (course organisation; rationale of organisation; brief module outlines): This course is divided into two Modules (1) Conceptualising an inclusive child care centre, (2) Designing inclusive spaces and understanding the role of different stakeholders

e. *Course contents detailed in Module-Wise Format (Tentative)*

Module 1: Conceptualising an inclusive child care centre: This unit will focus on understanding the significance of inclusion and how the child care environment needs to address diverse needs through design. The quality of structural spaces could have a profound impact on the ways we think and learn. Spaces could be enabling for creating feelings of security, building community and addressing requirements of diverse individuals and needs. Based upon the principles of Universal Design, in a day care centre one has to ensure that the range of abilities of children is built into the curriculum so that children can benefit from an enabling environment.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings/Videos	Assessment (weights, modes, scheduling)
1.1	Diversity, plurality and inclusion: <ul style="list-style-type: none"> - Importance & need - Working with various stakeholders 	<ul style="list-style-type: none"> - Explain the concept of diversity and inclusion in context of childcare - Know the roles 	Diane S. Schwartz, Samuel L. Odom, and Susan R. Sandall. (2013) <i>Guide to Promoting Inclusion in Early Childhood Programs</i> . Delaware Health and Social Services by the	<i>Inclusion by design Equality, diversity and the built environment.</i> (2008) The Commission	



		of various stakeholders	University of Delaware.	for Architecture and the Built Environment	
1.2	Features of inclusion - Access - Participation - Supports	- Define features of inclusion - Know the ways to provide access, participation and support to children		York, S. (2016). <i>Roots and wings: Affirming culture and preventing bias in early childhood.</i> Redleaf Press.	
1.3	Key elements in design for inclusion	- Demonstrate understanding of key elements in design for inclusion			

Module 2: Universal Design for learning (UDL)

This module will introduce students to the concept of UDL. This will enable the students to meet children's needs in the childcare setting and thus ensuring access and participation of all children.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings/Videos	Assessment (weights, modes, scheduling)
2.1	- Components of UDL - Guidelines for UDL	- Identify and describe the components of UDL in the context of day-care	Dinnebeil, L. A., Boat, M., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. <i>Dimensions of Early Childhood</i> , 41(1), 3-13.	Video: Universal Design for Learning Promoting Inclusive Classrooms. Retrieved from: https://www.youtube.com/watch?v=4zZKJnSBGk	Assignment 1; a. Review and identify spaces on day care centres for inclusivity
2.2	Principles of UDL in a day-care curriculum - Multiple means of representation - Multiple means of expression - Multiple means of engagement	- Apply principles of UDL in a day-care setting - Create resources incorporating principles of UDL - Prepare responsive	Bertling, J, Darrah, M, Lyon, D, and Jackson, S. <i>Early childhood building blocks: Universal Design for Learning in Early Childhood.</i>	Video: BICC	b. Write down ways to analyse the diverse needs of the children



2.3	<ul style="list-style-type: none"> - Contextualization of curriculum for the inclusion of caste and class, gender and disability perspectives 	environment for children	<p><i>Inclusive Classroom</i>. Resources for Early Childhood: An online resource for Ohio educators. Universal Design for Learning. Checklist for Early Childhood Environments. BICC. Retrieved from https://norhampton.edu/Documents/ECE/UDL_Checklist_and_Questionnaire.pdf</p>	<p>Universal Design for Learning. Retrieved from https://norhampton.edu/early-childhood-education/ece-student-resources/bicc-universal-design-for-learning.htm</p>	(10%)
2.4	<p>Key components of UDL</p> <ul style="list-style-type: none"> - Teaching strategies and learning outcomes - Child friendly physical environment - Nurturing relationships <p>Adapting curriculum</p>			<p>Universal Design for Learning (UDL) Checklist for Early Childhood Environments. Retrieved from https://www.cedinstute.org/sites/default/files/file_attachments/UDL_Checklist_EC.pdf</p> <p>Until learning has no limits. Retrieved from: http://www.cast.org/</p>	

Module 3: Designing Inclusive spaces and understanding the role of different stakeholders: This module will focus on creating responsive and enabling environments to ensure the participation of all children at the centre. Inclusive environments are those that enable young children to learn with creativity, cooperation, confidence and develop relationships with the social and physical spaces of the centre. It will also introduce students to identifying policies and procedures to design an inclusive centre.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings/Videos	Assessment (weights, modes, scheduling)
3.1	Principles and procedures for inclusion	<ul style="list-style-type: none"> - Identify policy context for day care services - Reflect on the inclusive practices mentioned in policies 	Ministry of Women and Child Development. (2013). <i>Quality Standards for Early Childhood Care and Education (ECCE)</i> .	<i>Guide to Setting up a Child Care Centre</i> . Early Childhood Development Agency.	



			<p>Ministry of Women and Child Development. <i>National Crèche Scheme</i>. Retrieved from http://www.wcd.nic.in/sites/default/files/Revised%20RGNCSScheme_210515.pdf</p> <p><u>Ministry of Women and Child Development, (2017). National minimum guidelines for setting up and running crèches under Maternity Benefit Act 2017. Retrieved from http://www.wcd.nic.in/sites/default/files/National%20Minimum%20Guidelines.pdf</u></p>	<p>Retrieved from: http://www.childcarelink.gov.sg</p> <p>SCERT. (2010) <i>Towards inclusive education</i>. Delhi. Retrieved from http://delhi.gov.in/wps/wcm/connect/c32f4b00475721f6b6bdfc93ada9ea9b/14-JFDC-Towards-inclusive-education-Special-Teachers-2010.pdf?MOD=AJPERES</p>	
3.2	<p>Designing inclusive spaces</p> <ul style="list-style-type: none"> - Responsive learning environment - Principles and procedures for curriculum design - Real and imagined barriers in inclusion - Selection of site and Physical facilities; - Designing indoor space: Considerations and precautions - Designing outdoor spaces: Considerations and Precautions; - Play and learning materials –kinds, safety, storage, use and maintenance. - Nature, Selection, 	<ul style="list-style-type: none"> - Design responsive and stimulating indoor-outdoor spaces for children at the day-care - Identify the barriers in inclusion - prepare the material for play - Supervise and mentor the staff to ensure inclusion at the centre - Assess the quality of a day care centre 	<p>Early Childhood Facilities: Birth to age 8. (Design Standards and Guidelines). Government of South Australia, Department of Education and children services.</p> <p><i>Setting up and running the centre</i>. Unit-31, Block-7. Organizing A Child Care Centre, IGNOU.</p> <p>Soni, R. & Sangai, S (2014). Designing creative learning environment. <i>Every child matters</i>, Chapter 2. NCERT: New Delhi.</p> <p>Appendix-1, Young Children in Motion, NCERT</p>	<p><i>Regulatory Guidelines for Private Play Schools: Guidelines for regulating private play schools for the children of the age of three to six year</i></p> <p>National Commission for Protection of Child Rights. <i>Manual on Safety and Security of Children in Schools</i>. (2017). Retrieved from http://ncper.gov.in/showfile.php?lang=1&level=2&&sublinkid=1342&lid=1550</p>	<p>Assignment 2: Prepare tools for assessing inclusion (30%)</p>



	<p>training and mentoring/supervision of day care staff.</p> <ul style="list-style-type: none"> - Assessing day care quality 			<p>Education Division National Commission for Protection of Child Rights. Retrieved from: http://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=933&lid=1271</p>	
3.3	<p>Role of different stakeholders in setting up the day care centre</p> <ul style="list-style-type: none"> - Strategies for working with different stakeholders - Connecting with children and families - Connecting with the community and local services 	<ul style="list-style-type: none"> - Know the roles of various stakeholders - Prepare strategies for working with different stakeholder - Develop a plan for building partnership with community 	<p>Early Childhood Facilities Birth to age 8. (Design Standards and Guidelines) Government of South Australia, Department of Education and children services.</p> <p>Julka, A. (nd). <i>Developing inclusive schools</i>. NCERT. Retrieved from: http://www.ncert.nic.in/departments/nic/desgn/pdf_files/INDEX%20FINAL%20FOR%20WEBSITE.pdf</p> <p>Chapter 2: Educational Administrators</p>	<p><i>Guide to Setting up a Child Care Centre</i> Early Childhood Development Agency. Retrieved from: http://www.childcarelink.gov.sg</p> <p>Jangira, N K. & Deshpande, S. (2018). <i>Quality Indicators for Inclusive Education</i>. UNESCO</p>	<p>Assignment 3: Term End Exam (30%)</p>

Sl.No.	Assessment Type	Weightage
1	<p>Written Assignment-1</p> <p>a. Review and identify spaces on day care centres for inclusivity.</p> <p>b Write down ways to analyse the diverse needs of the children.</p>	30%
2	<p>Written Assignment 2:</p> <p>Prepare tools for assessing inclusion</p>	30%
3	<p>End Semester Examination</p>	30%
4	<p>Class Participation</p>	10%
Total		100%



9. Pedagogy:

- a. Instructional strategies: lecture, discussion, field visit
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): none
- c. Expertise in AUD faculty or outside: AUD/Guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field visits

Faiz

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 16th April 2019 has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

[Signature]

Signature of the Dean of the School



Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & School of Education Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Early Childhood Care Services and Systems: Models and Approaches
Course code	SVS1EC502
Total Credits	2
Course type (core/compulsory/elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2019, Semester-5
Course coordinator and team	Sunita Singh & Fariha Siddiqui

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** This course builds upon courses and workshops related to inclusion and programme planning.
2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
4. **Course scheduling** (semester, semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. **How does the course link with the vision of AUD?** The university vision aims for social justice and excellence. This course will enable professionals to create a developmentally and contextually appropriate curriculum at their sites.
6. **How does the course link with the specific programme(s) where it is being offered?** This is a required course in the semester five of the BVoc (ECCME) programme.
7. **Course Details:**
 - a. **Summary:** The purpose of this course is to examine developmentally and contextually appropriate curricula, current issues and practices at the day care. It will address inquiry based curriculum planning for all domains of child development and learning. In a day care, children of different ages may spend varying amounts of time. We also know that development and learning does not follow a uniform pattern—in fact, there are multiple pathways of development. At a day care centre children could range in several years across social, emotional, language, physical and cognitive domains of development. Hence, in order to address the diverse needs of children, it is necessary



that facilitators, supervisors and managers are well informed about various approaches to curriculum development and transaction and their relevance to the day care setting.

b. Objectives: The course objectives are to:-

- Understand diversities in curriculum across different settings
- Understand principles of curriculum development
- Examine policy frameworks for curriculum development
- Understand the role of the facilitator, the supervisor and the manager in curriculum development
- Recognize and model developmentally and contextually appropriate curricular approaches for children with varied developmental profiles and needs.

c. Expected learning outcomes: On completion, of the course the students will be able to:-

- Identify principles of curriculum development and challenges in its implementation.
- Creating conducive mechanism for caring, safe and healthy environment for all children based on principles of curriculum development.
- Identify, plan and utilize culturally and individually appropriate educational practices for diverse classroom settings
- Managing care centres with multi-level and diverse schedules for different age groups.
- Assess existing provisions of a child care centre for implementing/adapting a curricular model
- design a care giving programme based on diverse model/s.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): The course is organised into two modules (1) Principles of curriculum development and (2) Models and Approaches to Curriculum Development.

e. Course contents detailed in (a) Module-wise format (preferable), or (b) module-wise format: Module-Wise Format (Tentative)

Module 1: Principles of Curriculum Development

This Module will provide an overview of the foundations of curriculum development in a day care centre. Curriculum for young children needs to provide integration for learning across domains and also needs to be inquiry based. An inquiry based approach encourages students to be active learners by asking questions and engaging in problem solving independently and collaboratively. Ideas of constructivist and emergent curriculum will also be explored—examining the interconnectedness across the ways of creating a curriculum for young children. In a day care centre, the centre heads need to ensure that the curriculum is created keeping the learner in mind—thus, addressing the development and learning needs of all children for them to be able to work in collaboration. Focus will also be on thinking of ways the models could be contextualised in terms of multidimensionality, diversity and more holistic approach.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Curriculum in a day care setting - Envision a day care curriculum as different from	- Define curriculum in the context of day care setting	National Association for the Education of Young Children, Washington, Dc. (2003). <i>Early Childhood Curriculum</i> ,	Ministry of Women and Child Development. (2013). <i>National Curriculum Framework for Early Childhood Care and Education</i> .	



	<p>an ECF, center curriculum-</p> <ul style="list-style-type: none"> o diversity of needs, levels, ages and schedules o need for planning and implementing o differentiated care and educational approaches 	<ul style="list-style-type: none"> - Identify the uniqueness of the curriculum of a day-care - Explain the appropriate educational approaches for a day care 	<p><i>Assessment, and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth Through Age 8</i> Position Statement. National Association for the Education of Young Children Retrieved from https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/pscape.pdf</p>		
1.2	<p>Constructivism across the curriculum:</p> <ul style="list-style-type: none"> - big ideas - Essence of constructivism - Engagement and facilitative interaction in learning - Interplay of decisions and choices - Pedagogy of listening - Participation - Observation - Concepts as wholes 	<ul style="list-style-type: none"> - Know the principles of constructivism - Identify and explore big ideas - Reflect on the pedagogy, participation and role of stakeholders in constructivism - Prepare resources keeping in mind the principles of constructivism for day-care setting 	<p>Chailé, C. (2008). <i>Constructivism across the curriculum in early childhood classrooms: Big ideas as inspiration</i>. Allyn & Bacon.</p> <p>Chapter 1. Big ideas: A framework for constructivist curriculum pp. 2-11</p>	<p>Bucher, E., & Hernández, M. (2016). Beyond Bouncing the Ball: Toddlers and Teachers Investigate Physics. <i>YC Young Children</i>, 71(3), 17-24</p>	
1.3	<p>Emergent curriculum .</p> <ul style="list-style-type: none"> - Children's exploration - Child-initiated learning - Learning environment - Role of teacher in curriculum development 	<ul style="list-style-type: none"> - Know the principles of emergent curriculum - Reflect on the pedagogy, participation and role of stakeholders in emergent curriculum 	<p>Jones, B. (2012) The emergence of emergent curriculum. <i>YC Young Children</i>, 67(2), 66.</p>	<p>Vanegas-Grimaud, L. (2017) The Command Center Project: Resolving My Tensions with Emergent Curriculum. <i>Voices of Practitioners</i>, 12(1), 19-27.</p> <p>Stacey, S (2018) <i>Emergent curriculum</i></p>	



	<ul style="list-style-type: none"> - Sources of emergent curriculum - Curriculum resource materials 	<ul style="list-style-type: none"> - Prepare resources keeping in mind the principles of emergent curriculum for day-care setting 		<p><i>In early childhood settings: From theory to practice</i>, Redleaf Press.</p>	
1.4	<p>Learning through inquiry</p> <ul style="list-style-type: none"> - Engage students in knowledge-building by bringing them together frequently to share thinking and discuss the big ideas of an inquiry. 	<ul style="list-style-type: none"> - Know the principles of learning through inquiry - Reflect on the pedagogy, participation and role of stakeholders in learning through inquiry - Prepare resources keeping in mind the principles of learning through inquiry for day-care setting 	<p>Gatt, S., & Theuma, G. (2012). Inquiry-based learning in the early years through storytelling.</p>	<p>Wien, C. A., & Halls, D. (2018). "Is There a Chick in There?": Kindergartners' Changing Thoughts on Life in an Egg. <i>YC Young Children</i>, 73(1), 6-14.</p> <p><i>Inquiry Is Play: Playful Participatory Research</i>. <i>Young Children</i></p> <p>http://www.edu.gov.on.ca/eng/literacymulti/mcs/inspire/research/CBS_InquiryBased.pdf</p> <p>http://www.schoolinside.com/philosophy</p>	<p>Assignment 1: The role of the teacher and the child vis-à-vis the diverse activities across the curriculum (30%)</p>

Module 2: Models and Approaches to Curriculum Development

This module will familiarise students with some diverse models and approaches to curriculum development. Some of the other prominent approaches that will be examined include Montessori, Reggio Emilia, Waldorf, The Project Method, etc. Further, it will explore the physical and social-emotional aspects of the classroom with implications for providing developmentally appropriate teaching materials, methods and classroom management—with a purpose of creating a child-centred learning environment. The role of teacher in developing a curriculum for the early childhood years will also be examined.



For this Module, every semester two-three models will be discussed in depth from the five given below depending upon the interest of the cohort and availability of experts/sites for field visit.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weight, modes, scheduling)
Module 2.1	Montessori Approach* Principles Framework Assessment	<ul style="list-style-type: none"> - Know the relationship between the child, the environment and the teacher - Reflect on the role of the children - Identify sensitive periods - Understand Security and predictability - Prepare activities of everyday living - Create sensorial activities for numbers, letter sounds and shapes - Design activities to develop knowledge of the world 	<p>Isaacs, B. (2018). The Montessori Approach: A Brief Introduction. <i>A briefing paper to inform the Knowledge Makes Change Seminar Series</i>. Retrieved from: https://www.ncb.org.uk/site/default/files/uploads/MQNT%20Brief%20JUN18.pdf</p> <p>Greene, P. K. (2005). Dear Maria Montessori. <i>Kappa Delta Pi Record</i>, 41(4), 164-166.</p>	<p>Samuelsson, I. P., & Carlsson, M. A. (2008) The playing learning child: Towards a pedagogy of early childhood. <i>Scandinavian journal of educational research</i>, 52(6), 623-641.</p> <p>Lillard, A. S. (2013). Playful learning and Montessori education. <i>NAMTA Journal</i>, 38(2), 137-174.</p> <p>Colgan, A. D. (2016). The Epistemology behind the Educational Philosophy of Montessori: Senses, Concepts, and Choice. <i>Philosophical Inquiry in Education</i>, 23(2), 125-140.</p>	



<p>Modules 2.2</p>	<p>Reggio Emilia Approach*</p> <p>Principles</p> <p>Framework</p> <p>Assessment</p>	<ul style="list-style-type: none"> - Know the role of a child: <ul style="list-style-type: none"> o having rights o active constructor of knowledge o as a researcher o as a social being - Know the role of the instructor <ul style="list-style-type: none"> o collaborator and co-learner o guide and facilitator o researcher o reflective practitioner - Prepare activities of everyday living - Design activities to develop knowledge of the world 	<p>Kang, J. (2007). How Many Languages can Reggio Children Speak? Many More Than A Hundred!. <i>Gifted Child Today</i>, 30(3), 45-65.</p> <p>Hewett, V. M. (2001). Examining the Reggio Emilia approach to early childhood education. <i>Early Childhood Education Journal</i>, 29(2), 95-100.</p>	<p>Biermeier, M. A. (2015). Inspired by Reggio Emilia: Emergent curriculum in relationship-driven learning environments. <i>Young Children</i>, 70(5), 72-79.</p>
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Modules 2.3	Waldorf Approach*	<ul style="list-style-type: none"> - Understand the child centred approach of learning 	Ogletree, E. J. (1997) <i>Eurythmy in the Waldorf Schools</i> . ERIC	Uhrmacher, P. B. (1995). <i>Uncommon schooling: A historical look at Rudolf Steiner, anthroposophy, and Waldorf education</i> <i>Curriculum Inquiry</i> , 25(4), 381-406	
	Principles	<ul style="list-style-type: none"> - Create opportunities for learning by doing - Design multi-sensory experiences - Prepare artistic experience of the oral language 	Schmitt-Stegmann, A. (1997). <i>Child Development and Curriculum in Waldorf Education</i> .		
	Framework	<ul style="list-style-type: none"> - Define eurhythm—speech, music, and curative or therapeutic 			
	Assessment	<ul style="list-style-type: none"> - Assess the quality of the programme 			
	Project Approach*	<ul style="list-style-type: none"> - Know the relationship between Self-confidence and creativity 	Katz, L. G., & Chard, S. D. (1992). <i>The Project Approach</i> . ERIC.	Katz, L. G. (1993). <i>Dispositions: Definitions and Implications for Early Childhood Practices</i> . Perspectives from ERIC/EECE: A Monograph Series, No. 4.	Assignment 2: In small groups students will select one of the three remaining models, make a presentation and submit a short paper (30%)
	Principles	<ul style="list-style-type: none"> - Reflect on the role of the children and facilitator 	Engaging children's mind. http://projectapproach.org/	Katz, L. G. (2010) STEM in the early years. <i>Early childhood research and practice</i> , 12(2), 11-19.	
	Framework	<ul style="list-style-type: none"> - Create sensorial activities for numbers, letter sounds and shapes - Design activities to develop knowledge of the world 	Constructing modern knowledge http://constructingmodernknowledge.com/?p=1557 (Illinois Early Learning Project https://illinoisearlylearning.org/pa/)		
	Assessment	<ul style="list-style-type: none"> - Assess the quality of the programme 			



	<p>High/Scope *</p> <p>Principles</p> <p>Framework</p> <p>Assessment</p>	<ul style="list-style-type: none"> - Reflect on the sense of self - Understand the principles of high-scope - Reflect on the role of the children and facilitator - Design activities to develop knowledge of the world - Assess the quality of the programme 	<p>Pinho, A. M., Cró, M. L., & Andreucci, L. (2011). The high-scope curriculum model in the early childhood education context. In <i>EDULEARN11 Proceedings</i> (pp. 2050-2057). IATED.</p> <p>French, G. (2012). <i>The High Scope Approach to Early Learning</i>.</p> <p>High Scope https://highscope.org/</p>	<p>Berrueta-Clement, J. R. (1984). <i>Changed Lives: The Effects of the Perry Preschool Program on Youths through Age 19</i>. Monographs of the HighScope Educational Research Foundation, Number Eight Monograph Series, High/Scope, Ypsilanti, MI.</p>	
2.4	<p>Understanding guidelines for creating a model</p>	<ul style="list-style-type: none"> - Examine the curriculum of field site for: <ul style="list-style-type: none"> o Multilingualism o Inclusion o Multi-Age Grouping o Gender Equality o Harms of Early Formal Instruction - Know the roles of facilitators, supervisors and managers - Understand the pedagogical Approaches to Principles of Programme planning - Prepare early Learning Environment - Design learning and play materials - Build partnership 	<p>Ministry of Women and Child Development. (2013). <i>National Curriculum Framework for Early Childhood Care and Education</i></p>		<p>Assignment 3: Term End Exam (30%)</p>



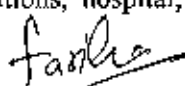
		with Parents and Families			
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* Field-visit/ session with an expert will be organised

Sl.No.	Assessment Type	Weightage
1	Written Assignment-1 The role of the teacher and the child vis-a-vis the diverse activities across the curriculum.	30%
2	Written Assignment 2: In small groups students will select one of the three remaining models, make a presentation and submit a short paper .	30%
3	End Semester Examination	30%
4	Class Participation	10%
Total		100%

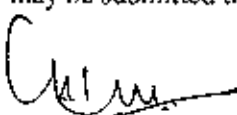
8. Pedagogy:

- a. Instructional strategies: lecture, discussion
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): The course is supplemented with a workshop where students will be given the opportunity to engage in development of specific activities.
- c. Expertise in AUD faculty or outside: AUD/Guest
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): field visits


 Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 16th April 2019 has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council


 Signature of the Dean of the School



Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & School of Education Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Understanding Children's Social Emotional Worlds
Course code	SVSIEC503
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2019, Semester-5
Course coordinator and team	Sunita Singh & Fariha Siddiqui

1. Does the course connect to, build on or overlap with any other courses offered in AUD? This course connects with various courses and workshops such as storytelling and shared reading, inclusion and so on.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed). Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify). Semester-long

5. How does the course link with the vision of AUD? The university aspires to prepare informed professionals who will take up their social responsibility and serve the diverse sections of the society. This course on preparing professionals to work with young children will ensure that their socio-emotional needs are met before they learn.

6. How does the course link with the specific programme(s) where it is being offered? This is core course in semester five of the BVoc programme (BCCME).

7. Course Details:

a. Summary: In order to ensure that children feel safe and secure in the day care centre, the centre needs to address their social and emotional health. Given the diversities in a day care centre, it is critical that children are able to express their feelings, respect one another and build meaningful relationships with one another. This enables children to grow socially, emotionally and academically. The developmental domains are interlinked; hence, if the social and emotional needs of children are not addressed in an appropriate manner during the young ages, children may face severe crisis in the



long run. It is critical that the day care facilitator/supervisor is able to bring in resources and create an environment at the centre that promotes such development.

b. Objectives: The objectives of the course are to:-

- Understand the social and emotional development of children
- Understand the role of self on the social and emotional development of children
- Identify the role of the centre staff and families for promoting social-emotional development

c. Expected learning outcomes: On completion of the course, the students will be able to:-

- Reflect on one's own emotional self
- Learn about the significance and need of social emotional development
- Create a physical and social environment at the centre that promotes social emotional development of young children and respects diversities.
- Create activities and prepare resources to enable social emotional development among young children
- Identify ways to approach children with social emotional difficulties
- Prepare individualised action plan given the diverse social emotional needs of children and collaborate with other colleagues at the centre and families
- Identify specific issue and take counsel when necessary from the various stakeholders.

d. Overall structure (course organisation; rationale of organisation; brief module outlines): This course will be organised into two main Modules: (1) Socio-emotional worlds of children, (2) Identifying and creating activities and an action plan.

e. Course contents detailed in (a) Module-wise format:

Module 1: Socio-emotional worlds of children: Children's social-emotional worlds emerge through their relationships with members of families, friends, individuals at the day care centre and also through the experiences that emerge in their engagement in conversations, nurturance and other facets of learning in their day to day experiences. Children's socio-emotional development is also influenced by the home and the centre environment. A day care environment that provides for developmentally and contextually appropriate care enables young children to develop empathy, caring and understandings of the emotions and feelings of others.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	<ul style="list-style-type: none"> - Emotional development <ul style="list-style-type: none"> o Expression of emotions and development of emotional competence o Support the development of emotional competence - Social development <ul style="list-style-type: none"> o Influences on social 	<ul style="list-style-type: none"> - Explain the social and emotional world of children - Know the development of social and emotional competence - Develop ways to support the social and emotional competence of children 	Winnicott, D.W (2006). <i>Family and Individual Development</i> . Routledge, London, Chapter 1: THE FIRST YEAR OF LIFE: Modern Views on the Emotional Development, p 3-20	IGNOU, (2017). <i>Emotional/ Social Development</i> . Unit 2 A.	



	<ul style="list-style-type: none"> competence o Supporting the development of social competence - Attachment and its significance <ul style="list-style-type: none"> o Factors that influence attachment o Supporting secure attachment 	<ul style="list-style-type: none"> - Define attachment and its significance 	<p>Biddle, K. A. G., Garcia-Navarez, A., Henderson, W. J. R., & Valero-Kerrick, A. (2013). <i>Early childhood education: Becoming a professional</i>. Sage.</p> <p>Chapter 11: Emotional and Social Development, pp. 286-316</p>		
1.2	<p>Promoting social and emotional health</p> <ul style="list-style-type: none"> - Significance of social and emotional health in the classrooms - Modelling for social emotional development by centre staff - Role of self in working with children - Establishing trusting relationships with families - Warmth and affection in classrooms - Respect and care for children - Role of self - Working with families 	<ul style="list-style-type: none"> - Design ways of promoting social and emotional health in the classrooms - Reflect on the role of modelling provided by centre staff - Identify the impact of staff's behaviour on children - Know the ways to develop a culture of respect and care for children - Develop ways to involve families to promote social-emotional health of children 	<p>Winnicott, D.W (1992). <i>The Child, Family, and Outside World</i>. Perseus Publishing, Chapter 19: <i>What Do We Mean by a Normal Child?</i>, pp 124-130</p> <p>Ho, J., & Funk, S. (2018). <i>Promoting Young Children's Social and Emotional Health</i>. <i>JC Young Children</i>, 73(1), 73-79.</p>	<p>IGNOU. (2017). <i>Social world of children</i>. Unit 1.</p>	<p>Assignment 1: Based upon your observations create profiles of two children, documenting their socio-emotional development (30%)</p>
1.3	<p>Challenging behaviours :</p> <ul style="list-style-type: none"> - Bullying - Child distress - Overexcitement - Relational aggression and adult reactions - Preventing relational 	<ul style="list-style-type: none"> - Identify the factors contributing to the emergence of challenging behaviours - Prepare 	<p>Erikson, E. H. (1993). <i>Childhood and society</i>. WW Norton & Company. Chapter 7:</p>	<p>IGNOU. (2017). <i>Feelings, affection and emotion</i>.</p> <p>Suveg, C., &</p>	



	<p>aggression</p> <ul style="list-style-type: none"> - Fostering relationships among children 	<p>strategies for working with children with challenging behaviours</p> <ul style="list-style-type: none"> - Create activities to include children with challenging behaviours 	<p>Eight Ages of Man, pp 247-269</p> <p>Smith-Bonahue, T., Smith-Adcock, S., & Ehrentraut, J. H. (2015). "I won't be your friend if you don't!": Preventing and responding to relational aggression in preschool classrooms. <i>YC Young Children</i>, 70(1), 76-83.</p>	<p>Zeman, J. (2004). Emotion regulation in children with anxiety disorders. <i>Journal of Clinical Child and Adolescent Psychology</i>, 33(4), 750-759.</p>	
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Module 2: Identifying and creating activities and an action plan: This Module will focus on creating some specific strategies for creating an atmosphere that is conducive for the social-emotional development of young children. It will explicate how indoor and outdoor play and other activities could lead to building relationships with one another. It will also enable the students to develop their own profile for identifying the social emotional needs of young children and strategies to work with them.

Module No.	Topic	Learning Outcome(s)	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	<p>Develop Connections through indoor and outdoor activities such as:</p> <ul style="list-style-type: none"> - Play - Stories - Circle time - Music - Dance - Visual Arts - Games - Writing 	<ul style="list-style-type: none"> - Create connections through indoor and outdoor activities - Know the rules of different activities to foster socio-emotional health 	<p>Thompson, J. E., & Thompson, R. A. (2007) <i>Natural connections: Children, nature, and social-emotional development.</i> Exchange-Exchange Press, 178, 46.</p>		
2.2	<p>Peace making :</p> <ul style="list-style-type: none"> - Climate for peace - Talking and sharing for problem solving 	<ul style="list-style-type: none"> - Explain peace-making in context of day-care setting 	<p>Dixon, H. (2016). <i>Making Peace in Kindergarten: Social and Emotional</i></p>	<p>Tominey, S. L., O'Bryon, H. C., Rivers, S. E., & Shapses, S. (2017).</p>	



		<ul style="list-style-type: none"> - Design activities for peace-making - Create resources and environment for peace-making 	<p>Growth for All Learners. <i>YC Young Children</i>, 71(4), 57.</p>	<p>Teaching Emotional Intelligence in Early Childhood. <i>YC Young Children</i>, 72(1), 6-12.</p>	
2.3	<p>Social, mental and emotional health</p> <ul style="list-style-type: none"> - Self-awareness and self-esteem in young children - empathy and prosocial behaviours in young children - Responding to emotions - Motivation among young children - Building self-esteem 	<ul style="list-style-type: none"> - Prepare activities for social and emotional health - Develop empathy, self-esteem and prosocial behaviours in young children - Know the ways of responding to emotions and motivating children 	<p>Mosley, J. (2005). <i>Circle time for young children</i>. Routledge.</p> <p>Chapter 1. Emotional intelligence (pp.3-43)</p>		
2.4	<p>Conversations and social and emotional development:</p> <ul style="list-style-type: none"> - Using circle time to <ul style="list-style-type: none"> - Share feelings - Talk about past and present events in their own lives - Show sensitivity to others needs and feelings 	<ul style="list-style-type: none"> - Know the significance of circle time - Develop plan to use circle time for fostering social and emotional health of children - Design activities to develop sensitivity in others 	<p>Mosley, J. (2005). <i>Circle time for young children</i>. Routledge.</p> <p>Chapter 5. Circle time sessions (pp. 56-98)</p>		<p>Assignment 2: Create an activity plan for children at our centre (30%)</p>
2.5	<p>Action plan and working with stakeholders</p>	<ul style="list-style-type: none"> - Develop an action plan and working with stakeholders - Understand ways to identify children's 	<p>Schonert-Reichl, Kimberly A. Lawlor, Molly Stewart, Oberle, Eva, Kimberly Thomson. (2009).</p>		<p>Assignment 3: Term End Exam (30%)</p>



		socio-emotional needs - Identify indicators and tools for measuring children's social and emotional needs	<i>Identifying Indicators and Tools for Measuring Social and Emotional Healthy Living: Children Ages 5-12 Years</i> University of British Columbia		
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Sl.No.	Assessment Type	Weightage
1	Written Assignment-1 Based upon your observations create profiles of two children, documenting their socio-emotional development.	30%
2	Written Assignment 2: Create an activity plan for children at our centre	30%
3	End Semester Examination	30%
4	Class Participation	10%
Total		100%

8. Pedagogy:

a. Instructional strategies: Lecture, discussion and field visits

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): one

c. Expertise in AUD faculty or outside: AUD or guest

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): The course will connect with the field sites

Sanika

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 16th April 2019 has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

[Signature]

Signature of the Dean of the School



अम्बेडकर विश्वविद्यालय दिल्ली

Ambedkar University Delhi

WORKSHOPS FOR SEMESTER 5

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Vocational Studies and School of Education Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Workshops: 1. Designing an Inclusive Centre 2. Marketing of a childcare centre 3. Socio-Emotional Needs in Childhood years
Course code	SVS1EC505 SVS1EC506 SVS1EC507
Credits	3 (1+1+1)
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon 2019, Swmester-5
Course coordinator and team	Fariha Siddiqui and Sunita Singh

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?** The workshops on “Designing an Inclusive Centre”, “Diverse Early Child Care Models” and “Socio-Emotional Needs in Childhood years” build on the taught courses of year 3 such as “Designing and setting up an inclusive early childhood centre” and “Models and Approaches in Early Childhood Care Services and Systems” and “Understanding children’s social-emotional worlds”.
2. **Specific requirements on the part of students who can be admitted to this course:** (Pre-requisites; prior knowledge level; any others – please specify): The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
4. **Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long.
5. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?** The university aspires to promote equity and social justice with excellence. It aims



to develop informed professionals who will take up their social responsibility and serve the diverse sections of the society. These workshops will enable students to become sensitive professionals who understand how to create inclusive centres with inclusive practices

6. **How does the course link with the specific programme(s) where it is being offered?** These workshops are a part of the core of the ECCME vertical in the BVoc programme

7. **Course Details:**

a) **Summary:** As centre heads, students will be expected to conduct and also provide support to the facilitators and supervisors to design an inclusive centre, create a programme for the centre and engage all children at the centre. In the designing of the centre, it is important to keep in mind the needs of young children and families. The workshops have been planned to create inclusive centres and work with young children sensitively.

b) **Objectives (of the three workshops).** The objectives of this course are to-

- Develop skills of a centre head in planning and conducting activities for engaging young children.
- Create an inclusive centre and plan for an appropriate programme.
- Understand children's socio-emotional needs and engage with them.
- Understand the marketing strategies in context of a day care centre

a) **Expected learning outcomes:** *After completing the workshops, students will be able to:*

- Create an inclusive centre as per the needs of children and families
- Demonstrate best practices to the facilitator and supervisor.
- Demonstrate skills to resolve conflicts in children.
- Design a marketing plan for a day care centre
- Undertake marketing for the day care business

b) **Overall structure:** The three workshops will be conducted by the professionals on a Module basis.

c) **Contents (brief note on each module; indicative reading list with core and supplementary readings):** Tentative schedule

1: **Designing an Inclusive Centre**

These workshops will be linked to the course 'Designing and setting up an inclusive early childhood centre'. It will enable centre heads to identify the potential barriers for creating an inclusive centre, understand the concept of using UDL and develop a prototype of an inclusive centre.



Module	Topic	Learning Outcome(s)	Readings (Core and suggested)	Assessment
1	Introduction to UDL in a day care centre	<ul style="list-style-type: none"> - Understand principles of UDL in the context of a day care - Analyse components of UDL 	Bertling, J, Darrah, M, Lyon, D, and Jackson, S. <i>Early childhood building blocks: Universal Design for Learning in Early Childhood Inclusive Classrooms</i> . Resources for Early Childhood: An online resource for Ohio educators.	In class participation and attendance 20% Short in-class assessments 40% Develop a prototype for review of an inclusive day-care centre (40%)
2	Identify the barriers in inclusion	<ul style="list-style-type: none"> - Develop tools to understand the field - Apply principles of design thinking to: <ul style="list-style-type: none"> o understand the need of the field site o Identify barriers in inclusion present at the field-site 	Plattner, H., <i>An Introduction to Design Thinking Process Guide</i> , Institute of Design at Stanford Building Inclusive Childcare, <i>Universal Design for Learning Checklist for Early Childhood Educators</i> , Northampton Community College, Retrieved from:	



			https://www.norhampton.edu/early-childhood-education/partnerships/building-inclusive-child-care/special-education-related-resources.htm	
3	Materials/resources for inclusion	<ul style="list-style-type: none"> - Identify infrastructural and curriculum related material for inclusion - Prepare resources to make an inclusive centre 	Ministry of Women and Child Development. (2013). <i>National Curriculum Framework for Early Childhood Care and Education.</i>	
4	Visit to inclusive centres	<ul style="list-style-type: none"> - Observe the existing inclusive centres - Analyse the inclusivity of the centre based on certain guidelines 		
5	Prototype of an inclusive centre	<ul style="list-style-type: none"> - Use principles of design thinking to develop protocol for providing feedback on an inclusive centre - Use the prototype for further review 		

2. Marketing of a childcare centre

As the centre head/entrepreneur the marketing of the centre is a crucial area for the professionals. In the today's world the business has to be relevant, innovative and dynamic which can match with the changing canvas. Thus it is imperative to understand the concepts of marketing and business plan to operate a successful centre. This course will prepare prospective centre heads to create an everlasting impact of the centre on the minds of parents who are the potential customers for the business. Through these sessions students will be equipped with skills to prepare a strategic plan of marketing for the centre--which can include making/attending phone calls, conversations with parents, creating brochures, banners and handling social media of the centre. This will enable students to create 'touch point' with the customers

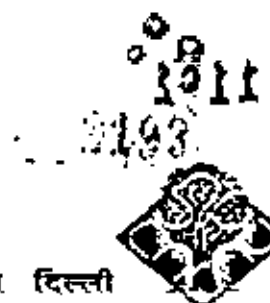
Module	Topic	Learning Outcomes	Core Reading	Additional Material	Assessment
1	5 Ps of Marketing	- Apply understanding of 5 Ps of	Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing.</i>	Will be decided by the facilitator as	



		Marketing i.e. Product, Price, Promotion, Place and People in context of Early Childhood Care Centre.	John Wilcy & Sons. (Chapter 2)	per the requirement	
2	Segmentation, Targeting and Positioning	– Demonstrate understanding of the key concept of marketing approach based on Segmentation, Targeting and Positioning.	Ries, A., & Trout, J. (1986) <i>Positioning: The battle for your mind</i> (Vol 1). New York NY: McGraw-Hill. (Page 1 – 37)		
3	Elements of a Marketing Plan	– Write a marketing plan for promoting product or services, considering allocated marketing budget.	Dib, A. (2018). <i>The 1-page marketing plan</i> . Page Two Books. Chapter-1		
4	Demographic Trends, Rules and Regulations, Economy and Environment	– Reflect and analyse how the fundamental trends in people's mindset, policy regulations and general market environment can influence a business.	Ries, A., & Trout, J. (1986). <i>Positioning: The battle for your mind</i> (Vol. 1). New York, NY: McGraw-Hill. (Page 1 – 37)		
5	Competition, Technology Trends, Uncertainties	– Analyse the current competition, related technology and uncertain	Van Der Pijl, P., Lokitz, J., & Solomon. L. K (2016). <i>Design a better business. New tools, skills, and mindset for</i>	Will be decided by the facilitator as per the requirement	



		factors of business and using it to plan a business.	<i>strategy and innovation.</i> John Wiley & Sons.		
6	Customer Needs and Behavioural Shifts	– Determine real customer needs and take into account the shifting behavioural patterns of the customer.	Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing.</i> John Wiley & Sons. (Chapter 1)		
7	Primary and Secondary Market Research, Customer Journey Map, Focus Group Interviews	– Apply understanding of basic tools and formats to capture the essential characteristics of a customer segment	Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing.</i> John Wiley & Sons. (Chapter 3)		
8	Customer Survey, Customer Profiling, Customer Persona	– Identify ways to outline the customer profile – Draw out useful inferences to design the required business model.			Individual Student Assignment Undertaking the development of the customer profile and persona as per the format prescribed by the teacher. 30% Marks
9	Value Proposition Canvas	– Define various components and significance of the value proposition canvas	Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing.</i> John Wiley & Sons. (Chapter 8)	Will be decided by the facilitator as per the requirement	
10	Costing and Pricing; Cost and Value Based Pricing	– Know how to cost a given service based on its actual cost as well as value perception.			Individual Student Assignment Development of the value proposition canvas as per the format prescribed by the teacher. 30% Marks



11	Marketing Channel Mix Go to Market Strategy	<ul style="list-style-type: none"> - Describe the ways to take a new product or service for the first time into the market - Know different channels which can be used to achieve the same. 	Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing</i> . John Wiley & Sons. (Chapter 11)	
12	Marketing Collateral & Social Media and Online Marketing	<ul style="list-style-type: none"> - Identify the alternatives available and their significance with regards to current marketing collaterals especially for social media. 	Tybout, A., & Calder, B. J. (2010). <i>Kellogg on marketing</i> . John Wiley & Sons. (Chapter 14)	Individual Student Assignment Development of an innovative marketing plan based on the learning acquired in the course. 40% Marks

3. **Socio-Emotional Needs In Childhood years:** This workshop will introduce students to reflect on their own emotions and feelings and how they have addressed it in their lives and ways they have been able to find support (or not). The workshops will further enable future centre heads to understand the emotions and feelings that children bring into a day care center and the dynamics at the centre in order to create ways to address these issues with young children at the centre.

Module	Topics	Learning Outcome(s)	Readings (suggested)	Assessment
1	<p>Reflect on own emotions and feelings</p> <p>Use of language for social emotional development</p>	<ul style="list-style-type: none"> - Explore own emotions and feelings - Understand own dispositions and attitudes - Know the ways to respond to needs of children - Understand ways of addressing emotional difficulties (e.g., using art and play) 	Biddle, K. A. G., Garcia-Navarez, A., Henderson, W. J. R., & Valero-Kerrick, A. (2013). <i>Early childhood education: Becoming a professional</i> . Sage. Chapter 11: Emotional and Social Development, pp. 286-	<p>In class participation and attendance 20%</p> <p>Short in-class</p>



2	Socio-emotional needs of children	<ul style="list-style-type: none"> Identify socio-emotional needs of children know the tools to identify needs of children (conversations with child, parents, caregiver; checklists, observations etc.) 	316 <i>Coping skills for managing emotions</i> Kids Matter Retrieved from: https://www.kidsmatter.edu.au/mental-health-matters/social-and-emotional-learning/emotional-development/coping-skills-managing	assessments 40%
3	Coping skills	<ul style="list-style-type: none"> Develop coping skills 		Term end Assessment 40%
4	Calm corner	<ul style="list-style-type: none"> Understand the importance of calm corner Create a calm corner Ways to make calm corner work Developing coping strategies among children 	https://socialemotionalworkshop.com/2018/08/make-calm-corner-work/ Kids Matter Primary, <i>About conflict resolution</i> , Australian Primary Schools, Mental Health Initiative Retrieved from: https://www.kidsmatter.edu.au/families/about-friendship/resolving-conflict/resolving-conflict-how-children-can-learn-resolve	
5-6	Conflict resolution	<ul style="list-style-type: none"> Ways to resolve differences and conflicts among children Enable children to take the responsibility to resolve conflicts among themselves 	https://socialemotionalworkshop.com/2018/03/responsibility-and-choice-in-the-classroom/	
7	Responsibility and choice	<ul style="list-style-type: none"> Develop responsibility and choice among children 		
8	Sharing and cooperation	<ul style="list-style-type: none"> Develop sharing and cooperation among children 		
9	Dealing with challenging issues (Anger, biting/hurting, temper tantrums, shyness and so on)	<ul style="list-style-type: none"> Ways to deal challenging issues with children Strategies to deal with such issues 		
10-12	Communication with - Children - Parents and - Staff Working together with	<ul style="list-style-type: none"> Know the impact of positive language on children Guidelines of caregiver's language Build partnership with parents to promote socio-emotional health of 		



	parents for social emotional needs of children	children - prepare handouts for parents - arrange training sessions for parents - identify and share resources with parents to promote socio-emotional health of children		
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Sl.No.	Assessment Type	Weightage
1	Workshop-1: Designing an Inclusive Centre In class participation and attendance	20%
	Short in-class assessments	40%
	Develop a prototype for review of an inclusive day-care centre	40%
2	Workshop-2: Marketing of a childcare centre	30%
	Individual Student Assignment-1	30%
	Individual Student Assignment-2	40%
	Individual Student Assignment-3	
3	Workshop-3: Socio-Emotional Needs in Childhood Years In class participation and attendance	20%
	Short in-class assessments	40%
	Term end Assessment	40%

8. Pedagogy:

- Instructional design-** Films and readings from various sources will be used to engage students in the discussions on observation and assessment of children. Assignment will be done by the students on their OJT sites.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)-**Classroom with projector and sound system for showing videos, art material like colours, brushes, paper, boxes etc.
- Expertise in AUD faculty or outside-** AUD faculty and some experts from the field
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others)**



Farha

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 16th April 2019 has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Amir

Signature of the Dean of the School



INTERNSHIP SEMESTER 5 AND WINTER 3

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Internship
Course code	SVSIEC508
Credits	9
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon 2019, Semester-5
Course coordinator and team	Fariha Siddiqui and Sunita Singh

- Does the course connect to, build on or overlap with any other courses offered in AUD?** The field based internship offered during the semester 5 will connect to the courses “Inclusive Early Childhood Centre: Design and Setup”, “Early Childhood Care Services and Systems: Models and Approaches” and “Understanding children’s social emotional worlds” and workshops “Designing an inclusive centre”, “Marketing of an Early childcare centre” and “Addressing social-emotional needs in childhood years” that will be offered in semester 5. It also builds on the Internships offered in the first and second year of the programme.
- Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify) The course focuses on the job role of centre head/entrepreneur (Level-7) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator (Level-5) & supervisor (Level-6) offered in 1st and 2nd year respectively
- No. of students to be admitted** (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
- Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): In block
- How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**
The university aspires to promote equity and social justice with excellence and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve diverse sections of the society. The internship in the third year will be offered under BVoc (Early Childhood Centre



management and Entrepreneurship) programme and will enable students to engage with young children and take more responsibilities at their field sites as a centre head/entrepreneur.

6. **How does the course link with the specific programme(s) where it is being offered?** The Internship is a core requirement of the ECCME vertical of the BVoc programme.

7. **Course Details:**

a. **Summary:** The Internship in year 3 has been conceptualized to enable students to engage with the field and connect with the learning from the courses for the Job Role of **Centre Head/Entrepreneur**. Students who have completed two years in the programme have taken courses and experienced the workings of a wide range of day care centres/creches that will enable them to work as facilitators and supervisors at the centre. The focus of the Internship this year is to develop skills to become centre head/entrepreneur at the centre—for setting up a centre, creating, planning, managing and conducting activities and routines and also for providing guidance to the facilitators and supervisors. The aim is to build nuanced understandings among students regarding designing a centre that has diverse developmentally and contextually appropriate activities that could be conducted with young children in a day care centre. The internship will enable students to undertake more responsibilities and contribute towards overall functioning and managing of the centre. They will also be encouraged to reflect on the challenges faced in implementing responsive practices and think of ways of working collaboratively with the centre staff. This will enable the preparation of students as better professionals (**centre head/entrepreneur**) in the area.

b. **Objectives**

The specific objectives of internship relate to understanding the roles and responsibilities of the centre head/entrepreneur. While students will be at the site every Module, the specific objectives of this Internship correspond with the courses taught during the semester. These are as follows:

- Understand the policies, procedures and practice followed for the well-being of children and staff.
 - Assist in the following:
 - a. coordinate provisions for children in partnerships with the families
 - b. develop and implement an operational plan
 - c. monitor and assure quality of the centre against the set protocols
 - d. quality assurance schemes against agreed criteria
 - e. establish sustaining relationships with providers for services to day care centres
 - f. co-ordinate to ensure compliance to policies, procedures and practice for registration and inspection of the centre.
 - g. obtain finances to maintain operational cost for the centre
 - h. manage multiagency working arrangements
 - i. create marketing plans for the centre
 - j. maintain HR activities of the centre and execute them
 - Understand the role of the centre head/entrepreneur and support in day-to-day activities at the centre.
 - Observe how responsibilities and duties among centre staff are delegated and its periodic monitoring
 - Prepare and maintain environments to meet children's needs at the centre.
 - Make linkages between understandings of child development and learning; and developmentally and contextually appropriate activities for the children in the early years.
- c. **Learning Outcomes:** On completion of this internship, the student will be able to-
- Review provisions for children in partnerships with the families
 - Develop an operational plan with the help of centre head



- Prepare tools to monitor the quality of the centre against the set protocols
- Prepare strategies to ensure quality assurance schemes against agreed criteria of the centre
- Understand reasons for compliance to policies, procedures and practice for registration and inspection of the centre and identify them
- Understand ways to obtain finances to maintain operational costs for the centre
- Identify the role of different agencies necessary for the working of the centre
- Understand marketing plans for the centre
- Plan and conduct activities related to social emotional needs of children
- Analyse the type of model and approach followed at the day care centre
- Posit ways of making the centre inclusive/more inclusive
- Assist in conducting capacity building workshops for centre staff
- Manage various records at the centre
- Develop awareness about aspects of good functioning and management of a day care centre
- Reflect and review their own practice and that of the centre head/entrepreneur

d. Overall structure: The Internship will be organized throughout the semester.

e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Internship: Internships in year 1 and 2 aimed to prepare students for the facilitator's and supervisor's role. In Semester 5, the Internship has been envisaged to help students understand the centre head/entrepreneur's role and hone their skills accordingly.

Module	Topics	Learning outcome(s)	Readings (Supplementary)	Assignments
Throughout the internship	Planning and implementation	<ul style="list-style-type: none"> - Plan and conduct activities related to social emotional needs of children - Prepare training manuals/activity logs for the centre - Posit ways of making the centre inclusive/more inclusive - Create learning environments for holistic development of children 	Bertling, J, Darrab, M, Lyon, D, and Jackson, S. <i>Early childhood building blocks: Universal Design for Learning in Early Childhood Inclusive Classrooms.</i> Resources for Early Childhood: An online resource for Ohio educators	Observation diary + Viva-voce/Presentation (20%) Written report of the work done during internship and the role of centre head/entrepreneur (20%) Self assessment workbook (30%)
	Programme planning	<ul style="list-style-type: none"> - Analyse the type of model and approach followed at the day care centre - Prepare indicators for a critical evaluation of the programme - Assess and design active learning day care programme for different age-groups - Understand the role of a facilitator, a supervisor and centre head in planning a programme for a day care 		



Designing inclusive setting	<ul style="list-style-type: none"> - Prepare tools to assess the inclusivity of the centre - Posit ways of making the centre inclusive/more inclusive 		Participati on qualities + Attendance (10%)
Managing and supervising the centre	<ul style="list-style-type: none"> - Assist the centre head in various managerial roles and responsibilities such as <ul style="list-style-type: none"> o maintaining records, o supervising centre staff o encouraging team work, o building relationship with the parents. o -planning publicity of the programme, o maintaining and updating centre's social media and other communication platforms, o managing admissions, etc. 		Field supervisor's feedback (20%)
Collaboratin g with parents	<ul style="list-style-type: none"> - Assist the centre head/entrepreneur in taking care of socio-emotional issues/behaviour problems of the children in collaboration with the parents at the centre. 		
Centre environment	<ul style="list-style-type: none"> - Contribute to a harmonious and efficient work environment in the centre. - Provide safe hygienic and healthy environment 		
Functioning of the centre	<ul style="list-style-type: none"> - Understand responsibilities as required for a centre head/entrepreneur and contribute towards the overall functioning of the centre. 		

** Assessment details of Internship (throughout the semester): Students will be provided with a comprehensive self-assessment workbook before the beginning of the Internship that includes the roles and responsibilities of the Centre Head/Entrepreneurs. The same will be provided to the Centre Heads/Entrepreneurs.*

Students will be working on their observation diaries, written report and self-assessment workbook. Mid-way feedback will be provided. Final submission will be only at the end of the semester. Course co-ordinator will also visit the internship-sites throughout the internship.

Sl.No.	Assessment Type	Weightage
1	Observation diary ÷ Viva-voce/Presentation	20%
2	Written report of the work done during internship and the role of centre head/entrepreneur	20%



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3	Self assessment workbook	30%
4	Field supervisor's feedback	20%
5	Participation qualities + Attendance (10%)	10%

8. Pedagogy:

- Instructional design: field based mentorship (mentors will be provided with the assessment sheet at the beginning)
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- Expertise in AUD faculty or outside: AUD
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Linkages will be sought with various organizations that run day care centres


Signature of Course Coordinator(s)

Note:

- Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 16th April 2019 has been incorporated and the revised proposal is being submitted to the Academic Council.
- Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.


Signature of the Dean of the School



TOURISM AND HOSPITALITY

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B.Voc-T&H
Course title	Catering Management
Course code	SVSITH501
Semester	5
Total Credits	5
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	August -2019
Course coordinator and team	AnkushRathor and Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

No, it does not build on or overlap with any other courses offered in AUD as it is an independent

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify).

The course focuses on the Job Role related to Assistant Catering Manager (Level-7) in Hospitality Sector as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Food & Beverage Service Steward (Level-4) & MICE (Level-5) and Tour Manager (Level-6) offered in 1st and 2nd year respectively.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)**4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Monsoon Semester-2019-Full Semester**5. How does the course link with the vision of AUD?**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Catering Management is most relevantly linked to develop such attributes on professional development relevant to the hospitality industries to undertake the job role of Assistant Catering Manager efficiently and effectively.



6. How does the course link with the specific programme(s) where it is being offered?

Catering Management is an essential part of BVoc- Tourism and Hospitality course which emphasized on the significance of catering concepts in hospitality operations. It is an industry related specialized programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. **Summary:** This module seeks to introduce managerial and supervisory responsibilities, amply emphasizes on the contribution of the F & B Service department to the overall success of a hospitality operation. It focuses on developing the knowledge, skills and attitudes needed to succeed in recognizing and exploiting opportunities for innovation in the hospitality sector. It prepares the students to be able to develop & design a food & beverage outlet and be able to shoulder managerial responsibilities in catering Operations.

b. **Objectives:** The objectives of the Course are to:-

- Understand processes related basic techniques on catering operations & its management.
- Provide comprehensive knowledge on concept of Food & Beverages handling, importance of F&B controls, Menu planning and managerial role of caterers.
- Apply different techniques related to indenting, portion control, outlining specialized caterings techniques and customer provisions used by caterers.
- Develop such techniques related to identifying and examining different theme events and their service techniques.

The NOS used for this course are:

1. THC/N5901 Manage stock at facility
3. THC/N5903 Manage human resource and quality
4. THC/N9901 Communicate with customer and colleagues
5. THC/N9902 Maintain customer-centric service orientation
6. THC/N9903 Maintain standard of etiquette and hospitable conduct
9. THC/N9906 Maintain health and hygiene
10. THC/N9907 Maintain safety at workplace

c. **Expected learning outcomes:** On successful completion of this module, students will be able to:-

- Analyze the concept of various catering establishments and its standard operating procedures.
- Discuss challenges in establishing a standard catering establishment.
- List of indenting for catering, with stores and controls.
- Prepare menu planning for the catering establishments.
- Manage customer relationship & customer handling.
- Identify different theme events and undertake its set-up.
- Design a standard operating procedure to keep catering outlet healthy, safe and hygienic.

d. **Overall structure (course organisation; rationale of organisation; brief module outlines):**



Analyze market trends and reach the target market for the product. Compare and position the facility in the competitive market scenario. Assess the legal prerequisites, supply sources, interpret equipment specification and review the need for doing so. Review applied procedural standards for operation, plan staffing & manpower requirement. Assess the procedures for purchasing function for various raw materials. Assess the effectiveness of the control cycle for receiving, storing and issue of raw materials for efficient and cost effective operations.

e. Course contents detailed:

- Module-1 Introduction to Catering Industry
- Module-2 Indenting & Bulk Kitchen operation.
- Module-3 Volume Feeding
- Module-4 Menu Planning
- Module-5 Public Health & Safety Requirements

Module 1: Introduction to Catering Industry

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Modern catering operations and equipment's care and maintenance.	Upon completion of the course the student would understand:	Quantity Food Production Operations and Indian Cuisine by Parvinder S. Bali Chapter.1.7 –1.8.	Practical cooking I,II by Thungam E. Phillip Taste of India by Madhur Jaffery	First assessment on the basis of Bulk Kitchens & Cafeteria Operations setup with participation in sustainability practices. (Weightage - 30%)
1.2	Hierarchy, general kitchen layouts - of Catering.	• Key elements of catering industry.	http://www.insidenspa.com/articles/2008/08/06/dining/doc48693b1da2a2b941228403.txt , (2013)	Food & Beverage Service Lillicrap & Cousins	
1.3	Catering Industry & its types.	• Basic attributes & significance of bulk cooking.			
1.4	Cafeteria Operations, Limitations & problems of catering industry	• Roles and responsibilities of a caterer.			
1.5	Bulk Kitchens	• Basic concepts of cookery & catering.			
1.6	The Catering Department, Attributes of Catering Personnel.				
1.7	Features of a good catering unit & setting up of Urban Kitchen, with sustainability factors.				



Module-2: Indenting & Bulk Kitchen operation

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Principles of indenting, with regard to small catering operations.	Upon completion of the module the student would understand:	Quantity Food Production Operations and Indian Cuisine by Parvinder S. Bali	Breads of India Cooking by Indian Masters Masala Magic by Sanjeev Kapoor Professional Chef by Arvind Saraswat	(Weightage - 20%) - 2 nd Assessment on the basis of Module 2 with module 4
2.2	Portion size of various items. -	<ul style="list-style-type: none"> To learn the basic concept for indenting for volume cookery 	-	-	
2.3	Practical difficulties while indenting for volume feeding	<ul style="list-style-type: none"> Application to control food cost. 			
2.4	Category role and Consumer centric category management	<ul style="list-style-type: none"> To able to identify and various heavy and light equipment and their role in catering management 			
2.5	Category management process and Category hierarchy	<ul style="list-style-type: none"> Understanding of catering management terminology and its implications. 			
2.6	Principles of planning for quantity food production				
2.7	Space allocation for catering management				

Module-3 Volume Feeding

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Types of Institutional & Industrial Catering.	Upon completion of the module the student would understand:	Food & Beverage Service - Lillierup & Cousins Chapter. 2.1 2.8 http://www.tabletops.co.nz	Quantity Food Production Operations and Indian Cuisine by Parvinder S. Bali	(Weightage - 20%) - 4 th Field assessment / Practical Setup Based
3.2	Highlights of Hospital Catering for patients, Diet menus and nutritional requirements, Calories content	<ul style="list-style-type: none"> Buying ingredients and planning 			



		for bulk cooking			
3.3	Problems associated with off-premises catering	<ul style="list-style-type: none"> Able to identify various institutional and industrial catering outlets. 			
3.4	Off Premises Catering, Concept of a Central Production Unit				
3.5	Problems associated with off-premises catering				
3.6	Mobile Catering Characteristics of rail, airline (Flight Kitchens and cruise line catering.	<ul style="list-style-type: none"> Concept for CPU(Central Production Unit Bussness Profitability 			

Module 4 Menu Planning

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Basic principles of menu planning for Catering Units	Upon completion of the module the student would understand:	Food & Beverage Service - Lillicrap & Cousins Chapter 3.1, 3.3 – 3.5	Experts talks for food Nutrition in Hospitals & Diet Care Centers	(Weightage 10%)-3rd Assessment on the basis of Module 3 Self
4.2	Points to consider in menu planning for various volume feeding outlets such as Industrial, institutional,	<ul style="list-style-type: none"> To decide the most appropriate menu for catering unit 	Chapter – 7.1 – 7.7 Chapter – 8.1-8 2 Food & Beverage Service Lillicrap & Cousins. Chapter 3.11 – 3.16	Quantity Food Production Operations and Indian Cuisine by Parvinder S. Bali	Module 3 Self Designed Menus specially for Practical application
4.3	Analysis for Planning menus for School/college students, Industrial workers, Hospitals, Menu even pricing and mark up pricing	<ul style="list-style-type: none"> To be able to learn the concept of menu planning for industrial and institutional catering 			
4.4	ODCs-Outdoor Caterings & parties, Theme dinners,	<ul style="list-style-type: none"> To formulate pricing strategies as per menu of catering unit. 			
4.5	Menu for Cruise lines, Airlines, Railway & Hostels Mess.				



Module 5 Public Health And Safety Requirements

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
5.1	HACCP Hazard analysis and critical control points Introduction to HACCP, Significance of HACCP to food safety issues.	Upon completion of the module the student would understand: And garbage disposal. Safety measures to be taken while working in catering operations. About food hazards & Handling with food products. Food Contaminants & food hygiene	Banwart G. Basic Food Microbiology – Second edition, CBS Publishers Distributors New Delhi. 2. Jay J.M. Modern Food Microbiology – Fourth edition, Chapman & Hall, New York.	HABC(Highfield UK) certification For hygiene and food safety http://www.safetytrainingnetwork.com http://www.fao.org http://www.haccpinia.org http://www.riph.org.uk http://www.usda.gov http://www.cfsan.fda.gov/ http://www.food-microbiology.co.uk/ http://www.fightbac.org/ http://www.fsis.usda.gov	End Term Exam (Weightage - 20%) - End term Assessment on the basis of All Modules
5.2	Waste Management: Waste Colour Codings, Waste Management & Garbage disposal, Sewage System and Drainage.	And garbage disposal. Safety measures to be taken while working in catering operations. About food hazards & Handling with food products. Food Contaminants & food hygiene			
5.3	Health & Safety First Aid, Fire Safety, sign & signage's evacuation,	And garbage disposal. Safety measures to be taken while working in catering operations. About food hazards & Handling with food products. Food Contaminants & food hygiene			

Assessment Structure:

S No.	Assessment Type	Wightage
1	Kitchen Setup Bulk Kitchen	30%
2	Field Visit	20%
3	Menu Design	30%
4	End Term Exam/Workshop	20%
	Total	100%

8. Pedagogy:

- Instructional strategies: Blended approach will be used which will included texts, worksheets, films, clips, YouTube clips, simulations, practical in addition to the processes learnt as part of On-Job-Training etc.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): Lab with basic facilities connected with the Job Role for the concerned Semester.



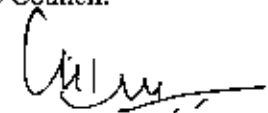
c. Expertise in AUD faculty or outside- Training Partners from outside & guest faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital, any others)- such as Certified Bulk Kitchen , Flight Catering Kitchens, Commercial flights kitchen , Hostel & Hospital Kitchens.


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.


Signature of the Dean of the School

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Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B.Voc T&H
Course title	Food Production Operations
Course code	SVS1TII502
Semester	5
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	August 2019
Course coordinator and team	Ankush Rathor and Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

No, it does not build on or overlap with any other courses offered in AUD as it is an independent

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

The course focuses on the Job Role related to Assistant Catering Manager (Level-7) in Hospitality Sector as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Food & Beverage Service Steward (Level-4), MICE (Level-5) and Tour Manager (Level-6) offered in 1st and 2nd year respectively.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)

4. Course scheduling (semester, semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Monsoon Semester-2019-Full Semester

5. How does the course link with the vision of AUD?

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalised groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on Food Production Operations is most relevantly linked to develop such attributes on professional development relevant to the hospitality industries to undertake the job role of Assistant Catering Manager efficiently.



7. How does the course link with the specific programme(s) where it is being offered?

Catering Management is an essential part of BVoc- Tourism and Hospitality course which emphasized on the significance of catering concepts in hospitality operations. It is an industry related specialized programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

8. Course Details:

a. Summary: This course has been designed to analyse the various components of Hospitality and Tourism and to describe how they coincide each other. Keeping in mind the job of Catering Manager whose role is in the field of food & Beverage operations, staffing, client management, developing business and administration. The modules in the course focus on the various skills and knowledge needed by the students to meet the requirements of their job role. The course has in built theory component of 20 hours and practical component of 40 hours.

b. Objectives: The objectives of the course are to:-

- Develop understanding on the basic techniques related to different quality cooking concepts used in the catering industry.
- Develop such attributes related to preparation of menu for various clients like organisations, corporate offices, transporters such as- railways, air catering etc.
- Familiarise students with different method of ordering or indenting from the kitchen to the purchase department.
- Provide knowledge related to diversified regional cuisines of India and its effect on the hospitality industries.
- Develop such techniques related to outdoor catering with maintaining appropriate hygiene standards as laid down by the hospitality service sector.

The NOS used for this course are:

1. THC/N5901 Manage stock at facility
2. THC/N5903 Manage human resource and quality
4. THC/N9901 Communicate with customer and colleagues
5. THC/N9902 Maintain customer-centre service orientation
6. THC/N9903 Maintain standard of etiquette and hospitable conduct
9. THC/N9906 Maintain health and hygiene
10. THC/N9907 Maintain safety at workplace

c. Expected learning outcomes: On successful completion of this module, students will be able to:-

- List different regional cuisines preferred by different clients in the hospitality sector.
- Prepare dishes of the regional cuisines based on the identified clientele groups
- Analyze concept of catering for different establishments such as- Airlines, Railways, Hospitals, and Institutions/organisations with basic menu planning.
- Prepare Indian specific breads, main course, sweets and desserts.
- Prepare a list of indenting for consumables for cooking.
- Undertake theme setups & its arrangements.
- Discuss the process related to maintaining appropriate etiquette, health and hygiene and safety of the workplace.



d. Course contents detailed in module-wise format:

e. Overall structure

Module-1 Basic Principles of Food production

Module-2 Basic Cooking and basket cooking

Module-3 Diversities of Cuisines in India

Module-4 International Cuisine & Basic Bread

Module 1: Basic Principles of Food production

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Classification of Ingredient	Upon completion of the course the student would understand: <ul style="list-style-type: none"> • Key elements of ingredient selection. • Various vegetables cuts various terms associated with buying. • Roles and responsibilities of a catering personnel. 	Food production operations by Parvinder S Bali(2018)	Professional Chef by Chef ArvindSaraswat (Sarswat, 2000).	Poster making assessments for vegetable and meat cuts Weightage (20%)
1.2	vegetables, fruits, sauce and its classification,				
1.3	Garnishes and accompaniments.				
1.4	Fish cuts, poultry cuts, and selection of eggs.				
1.5	Responsibilities and characteristics of buyer.				

Module-2 .Basic cooking and basket cooking

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Basic cooking from Basket Cookery (Three course menu)	Upon completion of the module the student would understand:	Quantity Food Production Operations by Parvinder S Bali	Rotis and Naan of In dia by PurobhiHabbar, Taste of India by MadhurJaffery,	Practical Demonstration s to be done by students Weightage (30%)
2.2	Salad, starters	• Various types	Theory of		



2.3	Egg cookery	of stocks and meat cuts and dishes being made in kitchen.	Cookery2018)	Prashad by Jigs Kalra(Madhur, 2006)	
2.4	Basic desserts preparations				
2.5	Practical experience of making Soups Starters	<ul style="list-style-type: none"> Understanding of various basic dishes & its cooking methods category management terminology and its implications. 			
2.6	Formulating basic menus with varied combinations for small catering operations.	<ul style="list-style-type: none"> strategy and the products usage in a Catering portfolio 			

Module-3 Diversities of Cuisines in India

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Basic Menus to formulate from the state themes with Basket Cookery from weekly menu which may include the practical on basic cookery	Upon completion of the module the student would understand:	International Cuisine and Food Production Management by Bali (Bali, 2017)	Practical Cookery by Kinton Cesarani. Modern Cookery	Event to be organized in the form of food festival or Weightage (15%)
3.2	Menus will be made from many of the cuisines, kashmeri cuisine	<ul style="list-style-type: none"> Learn regional cooking trends 			theme based lunch or dinner Weightage (15%)
3.3	Practical on Northwest frontier cuisine	<ul style="list-style-type: none"> Create themes Decorations Serving style of regional cuisines 			Can be combined as per number of participants & guests
3.4	North Indian cuisine				
3.5	Practical on Awadhi cuisine/ Rajasthan	<ul style="list-style-type: none"> International 			



3.6 -	Gujrati/ Hengali cuisine	styles of cookery.			
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Module 4 International Cuisine& Basic Bread Preparations

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assesment (weights, modes, scheduling)
4.1	International Practical for French Cuisine/ Italian Cuisine/ Greek cuisine	Upon completion of the module the student would understand: <ul style="list-style-type: none"> International cuisine 	Theory Of Cookery Breads of India - Cooking by Indian Masters	To attend Special Workshop on Breads - & International Cuisine	(Weightage- 20%) theme based practical bakery workshop)
4.2	Event theme will be made from Chinese	Learn cooking trends & dishes	Masala Magic by Sanjeev Kapoor		Or (Weightage - 20%) - End term
4.3	Special Workshop on Breads, Cakes and Iceing assorted breads, assorted cookies / petit four	Familiarization of international food ingredients & menus Learn Basic Bread Preparations.			Assesment on the basis of All Modules

Assessment Structure:

S.No.	Assessment Type	Wightage
1	Poster Making	25%
2	Demonstration	25%
3	Food Festival	30%
4	End Term Exam/Workshop	20%
Total		100%

8. Pedagogy:

- Instructional strategies: Blended approach will be used which will included texts, worksheets, films, clips, YouTube clips, simulations, practical in addition to the processes learnt as part of On-Job-Training etc.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): Lab with basic facilities connected with the Job Role for the concerned Semester.
- Expertise in AUD faculty or outside- Training Partners from outside& guest faculty.
- Linkages with external agencies with field-based organizations- Tourism and Hospitality Sector Skills Council.



Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	B.Voc T&H
Course title	Food & Beverage Management
Course code	SVS1TH503
Total Credits	3
Course type (core/compulsory/ elective/any other - please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	August -2019
Course coordinator and team	Ankush Rathor and Expert Committee

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
No, it does not build on or overlap with any other courses offered in AUD as it is an independent

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
The course focuses on the Job Role related to Assistant Catering Manager (Level-7) in Hospitality Sector as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Food& Beverage Service Steward (Level-4) & MICE (Level-5) and Tour Manager (Level-6) offered in 1st and 2nd year respectively.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester5 after completing 2nd year (mostly 30-40 students in a cohort)

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

5. How does the course link with the vision of AUD?
The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the Tourism and Hospitality Sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups . The said course on Food & Beverage Management is most relevantly linked to develop such professional competencies relevant to the hospitality industries to undertake the job role of Assistant Catering Manager efficiently.

6. How does the course link with the specific programme(s) where it is being offered?
Catering Management is an essential part of BVoc- Tourism and Hospitality course which emphasized on the significance of service concepts in hospitality operations. It is an industry related specialized programme. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the



graduates and those that are required by the industries in the job market

7. Course Details:

a. Summary:

This course will enable the student to appraise the components of food service management in various types of food service systems. The student will learn cost and sales concepts and their relationship with profits. The student will learn how to manage a bar besides the control of beverages. They would also be capable of understanding and applying menu engineering.

b. Objectives: The objectives of the course are to:-

- Familiarize students with the basic techniques related to Food and Beverages Management in Hospitality Industry.
- Understanding of Food & Beverages handling processes.
- Know the importance of raw materials & commodities used in catering, F&B controls for smoothly running catering operations.
- Provide basic knowledge on alcoholic & non-alcoholic beverages.
- Develop such competencies related to maintaining appropriate, health, hygiene and safety in the workplace.

The NOS used for this course are:

1. IHC/N5901 Manage stock at facility
2. IHC/N5902 Manage finances of the facility
3. THC/N9901 Communicate with customer and colleagues
5. THC/N9902 Maintain customer-centric service orientation
6. THC/N9903 Maintain standard of etiquette and hospitable conduct
9. THC/N9906 Maintain health and hygiene
10. THC/N9907 Maintain safety at workplace

c. Expected learning outcomes: On successful completion of this module, students will be able to:-

- Listing of raw materials and commodities used in preparation of specific food & beverages.
- Design a menu plan on specific items with food costs, its sales proposition, and inventory control.
- Describe about beverage classifications and its service style.
- Prepare the list of raw materials required and implement menu engineering techniques.
- Prepare and serve various famous cocktails and mock tails.
- List out action plan for maintain appropriate health and safety measures in bar and food kiosks.

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

e. Course Content

Module-1	Raw Materials & Commodities
Module-2	Food and Beverage Control
Module-3	Inventory Management and Documentation
Module-4	Beverages & its classification



Module 1: Raw Materials & Commodities

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Cheese: Types and uses & accompaniments.	Upon completion of the course the student would understand: <ul style="list-style-type: none"> • Key elements of buying. • Various terms associated with buying and their significance. • To be able understand the various commodities and their usage and responsibilities 	Food production operations by Parvinder S Bali Food and Beverage Service by R.Singarvelavan, Michael M Colman Beverage Management (2013)	On Cooking by Sarah Labensky S.N.Bagchi & Anita Sharma- Food and Beverage Service- A training manual by Sudhir Andrews (January 2001)	Project Based on 1st Module. Student group to be done grading on the basis of ingredient sampling through market survey and submit the live presentation of sub section like <ol style="list-style-type: none"> 1. Herbs 2. Cereals 3. Dry fruits 4. Exotic fruits 5. Exotic vegetables (Weightage - 25%)
1.2	Fats and oils				
1.3	Raising agents, salts, Sweeteners				
1.4	Spices and condiments, flavorings and colorings				
1.5	Staples Cereals: Wheat and Rice				
1.6	Concept of merchandising, and key elements of merchandising.				
1.7	Millet, Barley, Maize, Oat, Semolina, Rye etc.				
1.8	Storage process. Storage of grains. Phases: Types and uses				

Module-2 Food and Beverage Control

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Food Cost & Food cost Control	Upon completion of the module the student would understand: <ul style="list-style-type: none"> • To analyze food and 	Food and Beverage Service by R.Singarvelavan Michael M Colman Beverage Management (May, 2006)	S.N Bagchi & Anita Sharma- Food and Beverage Service- A training manual	Group activities for various F&B outlets to student study about food cost, food control based on 2nd Module. Weightage: 20%
2.2	Pre-Control & Vendor Selection				
2.3	Standard Recipe				



2.4	Standard Specification,	beverage costs to determine their positive or negative effect on the operation • To determine the most appropriate methods to correct any problems that may occur.		by Sudhir Andrews.	
2.5	Yield management, Standard Yield.				
2.6	Standard Portions				
2.7	Significance of category management				
2.8	Standard Cost, Break Even Point In catering Bussiness.				

Module-3 Inventory Management and Documentation

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Types of inventory and methods of inventory.	Upon completion of the module the student would understand: • About Inventory and its planning • To analyze various methods to maintain Stores and control • Various records and formats to be maintained	Food and Beverage Service by R.Singaravelavan, Michael M. Coltman Beverage Management (September, 2016)	S.N.Bagchi & Anita Sharma Food and Beverage Service- A training manual by Sudhir Andrews. (July, 2006)	F&B outlets visit (can be linked with module 1) to study about food cost, food control Weightage: 20 %
3.2	Factors affecting KST, Forecasting, Kitchen stewarding				
3.3	Types of Stores, indenting, budget, Recycling.				
3.4	Records, registers, vouchers, formats, tags and colour coding				
3.5	Material management and vendor selection. Central Purchasing Unit (CPU)				



Module 4 Beverages & its classification

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Alcoholic: Distilled and Non Distilled (Spirit, Wine, Beer, etc.)	Upon completion of the module the student would understand	The Ultimate Encyclopedia of Wine, Beer, Spirits & Liqueurs – Stuart Walton	Attend workshop of WSET(UK) Level 1 Certification and session	Planning & Participation of counter display, workshops & kiosk management.
4.2	Non Alcoholic; Tea, Coffee, Cocoa and Milk	Students will have Understanding of beverages & its planning	http://en.wikipedia.org/wiki/Alcoholic_beverages http://www.dps.state.ak.us//	The Complete Encyclopedia of Wine – Robert Joseph. http://www.drinkboy.com	(Weightage – 30%) Or End term Assessment on the basis of All Modules- (Weightage - 30%)-
4.3	Beverage Classification, Beverage Service & Accompaniments	To formulate bar menu & do beverage service.			

Assessment Structure:

S No.	Assessment Type	Wightage
1	Presentation	25%
2	Simulation	25%
3	Industry Visit	20%
4	End Term Exam/Workshop	30%
Total		100%

8. Pedagogy:

- Instructional strategies: Blended approach will be used which will included texts, worksheets, films. clips, YouTube clips, simulations, practical in addition to the processes learnt as part of On-Job-Training etc.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): F&B Production Lab & Bar with basic facilities connected with the Job Role for the 5th- Semester
- Expertise in AUD faculty or outside -Training Partners from outside & guest faculty.
- Linkages with external agencies (e.g., with field-based organizations, hospital, any others) Tourism and Hospitality Sector Skills Council, and allied catering industries.

Signature of Course Coordinator(s)



Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



अम्बेडकर विश्वविद्यालय दिल्ली

Ambedkar University Delhi

RETAIL MANAGEMENT

5th Semester Skill Courses Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Buying & Merchandising Management
Semester	5th
Course code	SVSIRM501
Total Credits	4
Course type	Compulsory Skill
Level	B Voc Degree
Proposed date of launch	August 2019
Course coordinator and team	Nikhil Charak & External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
No
2. Specific requirements on the part of students who can be admitted to this course:
The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively.
3. No. of students to be admitted: Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
4. Course scheduling: Monsoon Semester 2019; Semester long
5. How does the course link with the vision of AUD? The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on buying and merchandising is most relevantly linked to develop such attributes on professional development relevant to the retail industries to undertake the job role of Store Manager efficiently and effectively.
6. How does the course link with the specific programme(s) where it is being offered?

Buying & Merchandising Management is an essential part of BVoc- Retail Management course which emphasized on the significance of buying and merchandising concepts in retail stores. It is an industry related specialized programme. The programme is in alignment with National



Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. **Summary:** This course will enable student to gain the knowledge about the Buying and Merchandising management in organized retail industry. It also familiarizes the students about the concept of category management, sales forecasting, assortment planning and pricing.

b. **Objectives:** The major objectives of the course are

- To familiarise students with the basic techniques related to buying and merchandising process.
- To develop such understanding related to the role of a Merchandiser, concept of Buying, importance of category management and retail pricing.
- To develop techniques related to basics of merchandising, analyse and examine case studies outlining policies used by companies and retailers.
- To train students with different merchandised techniques.

The National Occupational Standards used for this course are.

- RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses
- RAS/N0159 Conduct price benchmarking and market study of competition

Note: For more details on the above NOS and other important details, please refer to:
<http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

c. **Expected learning outcomes:** On completion of the course, the students will be able to:-

- Analyse and explain the concept of buying and merchandising management
- Manage customer relationship
- Prepare stocks as per the pre-approved categories of the concern retail store
- Plan items to be placed for sales, its forecasting process and assortment
- Develop manpower planning for the retail store
- Prepare the list for procurement of merchandise
- Plan to keep a healthy, safe and hygienic retail store

d. Overall structure

- Module-1 Introduction to Buying and Merchandising
- Module-2 Category Management
- Module-3 Sales Forecasting and Assortment Planning
- Module4 Retail Pricing

a. **Course contents:**



Module 1: Introduction to Buying and Merchandising

The module will address different Buying and Merchandising issues and Challenges as well as best practices from organized and unorganized retail sector. It will further help students to learn about the planning the buying and selling of the right products, at the right place, right time, in the correct quantities, to the correct customer and at the correct price.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Objectives of buying process.	<p>Upon completion of the course the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand key elements of buying. 2. Analyze various terms associated with buying and their significance. 3. Demonstrate various roles and responsibilities of a merchandiser 	<p>Michael Levy Barton Weitz Ajay Pandit, Retail Management McGraw Hill education (India) Edition 2012 (pp 431-461)</p> <p>Bajaj,C, Tuli,R & Srivastava,V (2016). Retail Management pp 234-256</p>	<p>(Hebrero, 2015) Fashion Buying and Merchandising: From Mass- Retail Mastering Fashion Buying and Merchandising Management Textbook by D. Shaw and Tim Jackson. (Jackson, 2000).</p>	<p>Project Based on 1st Module. Weightage:20%</p>
1.2	Roles of Buying Function.				
1.3	Organizational buying and buying behavior of retailers				
1.4	Buying behavior model				
1.5	Responsibilities and characteristics of buyer.				
1.6	Concept of merchandising, and key elements of merchandising.				
1.7	Process of merchandising, and role of merchandisers.				
1.8	Merchandising				



	philosophy and Merchandising types.				
1.9	Quality Issues in Merchandising and Buying				

Module-2 Category Management

The Course will explain about the category management and the range of products purchased by a business organization or sold by a retailer.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Consumer Insights for Merchandising	Upon completion of the module the student will be able to: •Assess the Importance of category management in retail and modern trade. •Understanding of category management terminology and its implications. •Demonstrate Private label strategy and the product mix in a Retailers portfolio	Barry, B. (2018). <i>Retail management: a strategic approach</i> . Pearson Education India.pp-438-441 Sales & Distribution Mgmt - Text & Cases by Havaldar (pp-282-340, Havaldar Krishna K & Cavale 2011)	Retail product management: Buying and merchandising- Rose Mary Varley, Routledge, 2006 (Mary, 2006)	Written Assignment based on 2nd Module. Weightage:20%
2.2	Vendor Selection				
2.3	Goal of category management				
2.4	Category role and Consumer centric category management				
2.5	Category management process and Category hierarchy				
2.6	Strategic and tactical planning				
2.7	Significance of category management				
2.8	Initiative development and category plan Launch and Plan review				



Module-3 Sales Forecasting and Assortment Planning

The module will describe the retailer's way of forecasting demand for products in a category (including those that they have never carried before), optimizing the selected assortment, and customizing the assortment by store to maximize chain-wide revenues or profits.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Introduction and importance of sales forecasting	Upon completion of the module the student will be able to: 1. Demonstrate Buying and range planning 2. Illustrate sales forecasting and assortment planning 3. Prepare a store budget	Retail product management: Buying and merchandising- Rose Mary Varley, Routledge, 2006 (pp 94-124) Varley, 2006 Barry, B. (2018). <i>Retail management: a strategic approach</i> . Pearson Education India pp-505-533	Dunne, Lusch and Gable, Retailing, South Western (Dunne, 1994)	Practical Based on 3rd Module. Weightage:20 %
3.2	Factors affecting sales forecasting				
3.3	Methods of sales forecasting				
3.4	Category life cycle				
3.5	Do's and Don'ts in sales forecasting				
3.6	Annual budgeting				
3.7	Assortment Planning: Necessity and guidelines for planning and Factors influencing assortment planning				
3.8	Commercial factors in assortment Planning.				



Module 4 Retail Pricing

The module will explore about the determinants for retail pricing strategy to use in determining the right price for the products that must consider the product's direct costs and other related expenses.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Importance of pricing	Upon completion of the module the student would be able to: 1. To classify the most appropriate pricing 2. To formulate pricing strategies 3. To illustrate breakeven point	(Dawson, 2012). Retailing Leader, Routledge, pp 211-261 Retail Merchandising By Pradhan (pp 109-130 Pradhan Swapna, 2010)	Berman and Evans Retail Management : A Strategic Approach (11th Edition), Prentice Hall.	End Term Exam Weightage:30 % (10 % Weightage for 1st, 2nd and 3rd modules and 20 % weightage to 4th Module) Multiple choice questions and theoretical questions
4.2	Factors affecting retail pricing				
4.3	Break even pricing and mark up pricing				
4.4	Laws of price sensitivity and Pricing methods				
4.5	Retail pricing strategies.				

Note: 10 % weightage will be given to the Class Participation trough out the semester

Assessment Structure:

SLNo.	Assessment Type	Weightage
1	Project	20%
2	Written Assignment	20%
3	Simulation	20%
4	End Semester Examination	30%
5	Class Participation	10%
Total		100%



8. Pedagogy:

- a. Instructional Strategies- Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook
- b. Special needs: Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- c. Expertise in AUD faculty or outside – Guest faculty from Retail Industry supported by Retailers Association of India.
- d. Linkages with external agencies –Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste etc.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



**Proposal for Launch of a Course
(To be approved by the Academic Council)**

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	IT Application in Retail
Semester	5 th
Course code	SVSIRM502
Total Credits	4
Course type	Compulsory Skill
Level	B Voc Degree
Proposed date of launch	August 2019
Course coordinator and team	Nikhil Charak & External Experts

- Does the course connect to, build on or overlap with any other courses offered in AUD? No
- Specific requirements on the part of students who can be admitted to this course: The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
- Course scheduling : Monsoon Semester 2019 (Semester long)
- How does the course link with the vision of AUD?
The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalized groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The said course on IT application in Retail will enable students in developing 21st century skills in terms of attaining knowledge regarding information and technology in retail sector and thus achieving an excellence in the field of retail sector further this course is relevantly linked to develop various attributes on professional development relevant to the retail industries to undertake the job role of Store Manager efficiently and effectively.



6. How does the course link with the specific programme(s) where it is being offered?

IT Application in Retail is an essential part of BVoc- Retail Management course which emphasized on Market knowledge, as well as control of data and information to obtain a competitive advantage in the retail sector. Markets are continuing to grow and become more complex; the simple process of retailing has started to deploy more advanced retail information systems to cope with all the transactions involved. It is an industry related specialized course which would equip students to understand the use of IT tools in the retail sector. Further the programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the current IT skills of the graduates and those that are required by the industries in the job market.

7. Course Details:

a. Summary: This course will help learners to gain knowledge in terms of how IT plays a vital role in smooth Retail business. Further this course would also enable students to understand the concepts of Digitalization and omnichannel retailing. Students would also understand the management of complex retail operations, market knowledge, as well as control of data and information, which is key in obtaining a competitive advantage in the retail sector

b. Objectives: Major objectives of the course would be:

- To develop skills related to the retail IT Landscape and technology impact and business intelligence.
- To understand the process and policies of the store
- To demonstrate the point of sale systems in the industry
- To analyze and maintain various stock records
- To build customer centric approach
- To illustrate the role of customer relationship management software in overall customer handling.

The National Occupational Standards used for this course are:

- o RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses
- o RAS/N0153 Adhere to standard operating procedures and policies of the store while ensuring timely and accurate reporting.

For more details on the above NOS and other important details, please refer <http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

c. Expected learning outcomes: Students will be able to understand:

- To explain the role of retail IT landscape and technology
- To identify the process of point of sale and develop such strategies for execution of the same,
- To use technology in CRM and loyalty programme of retail shops and
- To list out the role of retail business intelligence in revenue generation and customer handling.



d. Overall structure

Module 1: Retail IT Landscape and Technology Impact on Business

Module-2: Point of Sale and Store Execution System

Module-3: CRM and Loyalty Programme

Module-4: Business Intelligence

e. Course contents

Module 1: Retail IT Landscape and Technology Impact on Business

The module will describe the advancements in technology, coupled with increasing access to it which made matters even more complex. It also gives idea about Indian customers who have entered an era of unprecedented technological pervasiveness driven by increasing Internet penetration, rising smartphone usage and growing social media presence.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Digitalization in store	Upon completion of the module the student would will be able to: 1. Illustrate how current technologies and decision support tools can be utilized to the advantage of business operations. 2. To demonstrate market campaign using technology	Information Technology for Retailing By Khurana (pp 1-107 Khurana Ajeet, 2010) Cox, E. (2011).	Retail Analytics: The Secret Weapon Wiley.Fisher, M., & Raman, A. (2010). The New Science of Retailing: How Analytics are Transforming the Supply Chain and Improving Performance. Harvard Business Press.	Project Based on 1st Module. Weightage:20%
1.2	Retail evolution and the consumer journey				
1.3	Role of technology on business management				
1.4	Representation of products in digital dimension,				
1.5	Marketing campaign using technology				
1.6	In store display				



Module 2: Point of Sale and Store Execution System

The module will help students to understand the point of sales system (POS) and POS system ability to generate robust reporting for sales results. It will also elaborate various retail forecasting techniques.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Modern point of sale (POS)	<p>Upon completion of the module the student would will be able to:</p> <ol style="list-style-type: none"> 1. To Understand the role of IT in effective management at POS. 2. Perform omnichannel marketing 3. To demonstrate upselling and cross selling techniques 	<p>Information Technology for Retailing By Khurana (pp 17-98 Khurana Ajeet, 2010)</p>	<p>Information Technology and its Applications in Business– Aug 2017</p>	<p>Written Assignment based on 2nd Module. Weightage:20%</p>
2.2	Real time data and Point of Sale management				
2.3	Omni channel execution				
2.4	Accelerate transaction and improve customer services with the help of Information Technology				
2.5	Identify opportunities for up sell and cross selling offers				

Module 3: Customer Relationship Management and Loyalty Programme

The module will describe about the role of technology to manage effective CRM and to develop loyalty programs

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Nature of Customer	Upon completion of	Customer Relationship	Hiscock, G.	Practical Based on 3rd Module.



	Relationship Management	the module the student would be able to:	Management: Concepts and Technologies By Francis Buttle (pp 1-300 Francis Buttle, 2009)	(2012). India's store wars: retail revolution and the battle for the next 500 million shoppers. John Wiley & Sons.	Weightage:20%
3.2	Importance of Customer Relationship Management to an organisation	1. To Develop an understanding of role of IT in managing and effective CRM system.			
3.3	Technology and Customer Relationship Management (CRM)	2. To illustrate various tools in CRM and complain management systems.			
3.4	Tools in CRM,				
3.5	Predictive Customer Relationship Management (CRM) and Interactive Customer Relationship Management (CRM)				
3.6	Complain management system and complain resolution				

Module 4: Business Intelligence

The module will describe about the business intelligence in retail, learn about retail industry challenges, and case studies of how retailers are implementing and managing Business Intelligence

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
4.1	Introduction to Business Intelligence	Upon completion of the module the student would	IT Enabled Practices And Emerging Management	Stephens, D. (2017). Reengineering Retail: The Future	End Term Exam Weightage:30 % (10 % Weightage for



4.2	Perfect Omni channel marketing strategy	will be able to 1. To Understand role of IT in integrating all channels of retailing. 2. Examine role of IT in integrating all channels of retailing.	Paradigms By Gupta (pp 95-163, 261-301 Gupta I C, Jaroliya Deepak)	of Selling in a Post-Digital World. Friesons.	1st, 2nd and 3rd modules and 20 % weightage to 4th Module) Multiplechoice questions and theoretical questions
4.3	Industry 4.0: Implications for Retail (Business Intelligence, Automated Intelligence and Big data etc.)				
4.4	In- Store needs				
4.5	Benefits of Business intelligence in retail				
4.6	Data integration and the delivery platform.				

Note: 10 % weightage will be given to the Class Participation trough out the semester

Assessment Structure:

Sl.No.	Assessment Type	Weightage
1	Project	20%
2	Written Assignment	20%
3	Simulation	20%
4	End Semester Examination	30%
5	Class Participation	10%
Total		100%

**8. Pedagogy:**

- a. **Instructional Strategies-** Blended approach will be used which will include texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.
- b. **Special needs:** Retail Lab has been proposed inside the campus to cover the practical aspects of this component. Various demo IT software's used in retail sector
- c. **Expertise in AUD faculty or outside –** Guest faculty from Retail Industry supported by Retailers Association of India.
- d. **Linkages with external agencies –**Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart, Nallis, Landmark and Lacoste etc.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



**Proposal for Launch of a course
(To be approved by the Academic Council)**

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Process Compliance, Loss Prevention and Shrinkages
Semester	5th
Course code	SVSIRM503
Total Credits	2
Course type	Compulsory Skill Course
Level	B Voc Degree
Proposed date of launch	August 2019
Course coordinator and team	Nikhil Charak and External Experts

1. Does the course connect to, build on or overlap with any other courses offered in AUD? No
2. Specific requirements on the part of students who can be admitted to this course: The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively.
3. No. of students to be admitted: Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30-40 students in a cohort)
4. Course scheduling: Monsoon Semester 2019: Semester long
5. How does the course link with the vision of AUD? The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strive to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalised groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. The current course on Process Compliance, Loss Prevention and shrinkages would help students to understand the significance of framing organisation policies and taking care of customer safety and security this course would also help students to achieve excellence in total quality management at a retail store while performing the job role of Retail Store Manager.
6. How does the course link with the specific programme(s) where it is being offered? Process Compliance, Loss Prevention, Shrinkages is an integral part of BVoc- Retail Management course which is the key characteristics of retail companies that were perceived to have a track record for being innovative and progressive in the way they managed Process Compliance, Loss Prevention, shrinkage control. It is an industry related specialized course



which focuses on the various concepts of Organisation policies, health and safety concerns and prevention of theft which are important aspects of the programme and the concerned job role of Retail Store Manager. The programme is in alignment with National Skill Qualifications Framework. The course aims to bridge the gap between the skill-profiles of the graduates and those that are required by the industries in the job market.

7. Course Details:

- a. **Summary:** This course will help learners to gain the knowledge and develop the skills about the process compliances in retail store. The purpose of process compliances, Loss Prevention and shrinkages control business plan is to create a future roadmap to re evaluate the current environment and to increase the impact of the process compliances, Loss Prevention and shrinkages control on organization policies and procedure, financial transaction, loss control, shortage reduction and health safety and security by adding the necessary components to increase the results.
- b. **Objectives.** Important objectives of this course are:
- To develop knowledge related to the process compliances in retail store
 - To impart skills through loss prevention techniques and minimize the shrinkages.
 - To understand the sub tasks that ensure compliance to all policies and procedures of the store while ensuring completion and timely submission of reports.
 - How to manage safety and security issues in store.
 - To understand various guidelines for managing health and hygiene.

The National Occupational Standards used for this course are:

- RAS/N0153 Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting.
- RAS/N0156 Ensure overall safety, security and hygiene of the store

Note: For more details on the above NOS and other important details, please refer <http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

- c. **Expected learning outcomes:** Students will be able to:
- To draw various organisation policies of the retail industries
 - To identify different means related to shrinkages of the retail stores and prepare such strategies for the prevention of losses.
 - To explain the process of financial transactions in a store.
 - To assess the health, safety and security issues in a retail store.
- d. **Overall structure**

Module 1: Organisation Policies and Procedures

Module-2: organization policy procedures for financial transactions, Loss and theft prevention for employees

Module-3: health safety and security



e. Course contents

Module 1: Organisation Policies and Procedures

The module will give the details about the organization policies legal, statutory compliances and regulations for store environment management of data and information about employment manuals.

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1.1	Organization Policies for Legal and Statutory compliances	Upon completion of the module the student would will be able to: 1. To outline various organization Policies Legal, Statutory compliances and regulations for store environment 2. Demonstrate the management of data and Information Employment manuals, policies involving customer services	Retail Services, Lee Perlitz, Dan Hill, Matthew Coxhill (pp 240-350, Perlitz L, Hill Dan, Coxhill M, 2012) Retailing By Patrick Dunne, Robert Lusch (pp 169-200, 390-420 Dunne and Lusch, 2008) Retail Management By S.C. Bhatia (pp 456-470, Bhatia, 2008)	Iyer, S. (2009). Retail Store Operations.	Project Based on 1st Module. Weightage:25%
1.2	Regulations for store environment.				
1.3	Management of data and Information				
1.4	Employment manuals				
1.5	Policies involving customer services				

Module 2 : Organization Policy Procedures For Financial Transactions, Loss And Theft Prevention For Employees

The module will give the brief idea about policies involving customer services types of financial transactions, financial transactions control procedure shoplifting policies and procedures for retailers identification of shoplifters and their methods, preventing employee theft in retail.



Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
2.1	Types of financial transactions	<p>Upon completion of the module the student would will be able to:</p> <ol style="list-style-type: none"> 1. Outline Types of financial transactions and control procedures. 2. Understand Shoplifting policies and procedures for retailers 3. Identify of shoplifters and their methods, preventing employee theft in retail 	<p>Retail Security and Loss Prevention By Read Hayes (pp 3-167 Hayes R, 2014)</p>	<p>Saurav, S. (2013). The A to Z of Retail Management. Retail Operations Book by Angie Tang (Tang, 2012) Retail Store Operations Book by Iyer 2011 (Iyer, 2011)</p>	<p>Written Assignment based on 2nd Module. Weightage :25%</p>
2.2	Financial transactions control procedure				
2.3	Shoplifting policies and procedures for retailers				
2.4	Identification of shoplifters and their methods				
2.5	Preventing employee theft in retail				

**Module 3 Health safety and security**

The module will describe the details about safety hazards in retail environment different types of hazards, floor safety, exterior concerns traffic control, dealing with hazardous chemicals, fire safety and insurance

Module No	Topics	Learning Outcomes	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
3.1	Safety Hazards in Retail Environment	<p>Upon completion of the module the student would be able to:</p> <ol style="list-style-type: none"> 1. Define various Safety Hazards in Retail Environment 2. Illustrate Different types of, floor safety, exterior concerns and emergency situations 3. Illustrate Traffic control, dealing with safety of people and resources in the store 4. Understand the policies related to 'Prevention of Sexual Harassment' 	<p>Retail Food Safety edited by Jeffrey Farber, Jackie Crichton, O. Peter Snyder, Jr. (pp 1-190. Farber J, Crichton J, Snyder Peter O., 2014)</p> <p>Retail Management By S.C. Bhatia (pp 248-265, Bhatia, 2008)</p>	<p>Geason, S., & Wilson, P. R. (1992). Preventing retail crime. Australian Institute of Criminology.</p>	<p>End Term Exam Weightage:30 % (10 % Weightage for 1st, 2nd and 3rd modules and 20% weightage to 4th Module) Multiple choice questions and theoretical questions</p>
3.2	safety of people and resources in the store				
3.3	Equipping team to handle emergency				
3.4	Awareness on 'Prevention of Sexual Harassment'				
3.5	Mock fire and safety drills procedure				

Note: 20 % weightage will be given to the Class Participation and Grooming throughout the semester

Assessment Structure:

Sl.No.	Assessment Type	Weightage
1	Project	25%
2	Written Assignment	25%
3	End Semester Examination	30%
5	Class Participation and Grooming	20%
Total		100%

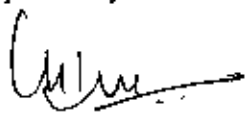
**8. Pedagogy:**

- a. **Instructional Strategies-** Blended approach will be used which will included texts, worksheets, YouTube clips, self-learning assignments, simulation, role plays and workbook.
- b. **Special needs:** Retail Lab has been proposed inside the campus to cover the practical aspects of this component
- c. **Expertise in AUD faculty or outside –** Guest faculty from Retail Industry supported by Retailers Association of India.
- d. **Linkages with external agencies –**Retailers Association of India and various Retailers such as Reliance Retail, Shoppers Stop, V Mart, Nallis, Landmark and Lacoste etc.


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.


Signature of the Dean of the School



Ambedkar University Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies
Programme(s)	BVoc - Retail Management
Course title	Industrial Internship for the Job Role of Retail Store Manager-I (minimum 30 days mandatory)
Semester	5th
Course code	SVSIRM504
Total Credits	8
Course type	Compulsory Skill Course – Practical
Level	B Voc Degree
Proposed date of launch	AUGUST 2019
Course coordinator and team	Nikhil Charak & External Experts

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?:** Yes this course/Industrial Internship has been built on the basis of previous semester industrial internship which was based on the job role of Departmental Manager.

2. **Specific requirements on the part of students who can be admitted to this course:** The course focuses on the Job Role related to Store Manager (Level-7) in a retail store as per the guidelines of National Skill Qualification Framework (NSQF). The course is meant to be offered to those who have specific knowledge and skills related to Sales Associate (Level-4) & Team Leaders (Level-5) and Department Manager (Level-6) offered in 1st and 2nd year respectively. Further in order to pursue this internship students should have qualified for the RASCI (Retailers Association Skill Council of India) certification of Retail Sales Associate, Team Leader and Departmental Manager.

3. **Number of Students to be admitted:** Those who will be promoted from semester 4 to semester 5 after completing 2nd year (mostly 30 to 40 students in a cohort).

4. **Course scheduling:** Monsoon Semester 2019: Semester long

5. **How does the course link with the vision of AUD.**

The vision of the University is to promote equity, social justice with excellence and to provide such education to students who would be sensitive enough to work in a non-hierarchical environment. The university also strives to engage in a manner to develop such professionalism in students who will contribute immensely for the cause of marginalised groups. Most of the students who join in this course are from the socio-economically disadvantaged segment of the society and strive to develop a professional career in the retail sector either by serving to the industry as an empowered employee or become a job creator as an entrepreneur and thereby serving the immediate needs of the social groups. Against this background, this internship will impart practical training to the students to enable them to be job ready for the retail market and also understands the practical aspects of all the courses such as Buying and Merchandising, IT application in Retail and Process Compliance Loss and Shrinkages. Internship would also help students to achieve excellence in the practical aspect of this programme. The



internship would be stipend based which will certainly help socio-economically disadvantaged segment of the society

6. How does the course link with the specific programme(s) where it is being offered?

The Industrial Internship related to the job role of Retail Store Manager comprise 8 credits with 240 hours of mandatory training at various retail stores and it will be assessed through a combination of skilled trainers and the relevant Sector Skill Council i.e. Retailers Association of Skill Council of India (RASCI). This internship has two parts, one at the 5th Semester and another in the 6th Semester. While in 5th Semester, the students will be familiarised with basics of the job role; in 6th Semester they will be exposed to the advance level of the managerial roles of the Store Manager. This knowledge and skills are based on the competencies that the students have acquired during their previous internships as Sales Associates & Team Leader (1st Year) and Departmental Manager in the 2nd Year of their studies. Industrial Internship is mandatory in order to impart practical knowledge and such skills to the students and to provide hands on experience to the students.

7. Course Details: Pre internship orientation will be conducted with respect to Do's and Dont's during the internship, sexual harassment policies of AUJ and the industry. It will be a minimum 30 days of Training for the job role of Retail Store Manager. After the completion of training, assessors from RASCI (Retailers Association of Skill Council of India) would come for the job role assessment and certification. Students would also need to prepare a workbook based on the job role as well as they will need to appear for the internship assessment (viva voce, ppt and project report) conducted by the school internally.

a Summary: The Students will go for Industrial Internship for a period of 30 days in block after the completion of theory syllabus of the semester. They will be exposed to the practical aspects of the skills that they learnt during the semester. Students will learn how to supervise and direct the store staff, taking staffing decisions, ensuring product availability, maintaining visual merchandising standards, ensuring customer satisfaction, optimizing the store's financial performance and managing safety and security of the store while adhering to the business and store processes

b. Objectives: The objectives of the internship are to:-

- Understand the overall operations of the store and ensure its profitability.
- Develop such strategy plan for operational expenses, ensure growth of top line and bottom line set by the organisation.
- Know the role of a merchandiser, concept of buying, importance of category management and retail pricing.
- Apply specific strategies on merchandising and examine case studies outlining policies used by companies and retailers.
- Develop skills related to the retail IT landscape, technology impact and business intelligence.
- To develop knowledge related to the process compliances in retail store and impart skills through loss prevention techniques and minimize the shrinkages.

National Occupational Standards used for the Industrial Internship for the Job role of Retail Store Manager are:

- RAS/N0152 Optimize inventory to ensure maximum availability of stocks and minimized losses



- RAS/N0153 Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting
- RAS/N0154 Manage sales and service delivery to increase store profitability
- RAS/N0155 Execute visual merchandising displays as per standards and guidelines
- RAS/N0156 Ensure overall safety, security and hygiene of the store
- RAS/N0157 Implement promotions and special events at the store
- RAS/N0158 Lead and manage the team for developing store capability
- RAS/N0159 Conduct price benchmarking and market study of competition

For more information please visit the link:

Note: <http://rasci.in/downloads/QP/RASCI%20Qualifications%20Pack%200107%20-%20Retail%20Store%20Manager.pdf>

c. **Expected Learning outcomes:** Students will be able to:-

- Prepare required inventories to ensure maximum availability of stocks in a retail industry.
- List out issues and strategies to minimize the losses in retail store.
- Prepare standard operating procedure (SOP) for procurement, listing and accurate reporting of the items in the store.
- Plan for the overall operations of the store and ensure its profitability.
- Undertake activities related to promotion and special events for ensuring maximization of sales in the store.
- Prepare activities for price benchmarking and studying the market for generating healthy competition and maximization of profit.
- Analyze operational expenses and ensure the growth of top-line and bottom-line set by the organization.

d. **Overall structure:** Course contains minimum 240 hours of mandatory industrial internship in any organised retail organization based on the skill courses covered in the semester such as

- Buying & Merchandising Management
- IT Application in Retail
- Process, Compliance, Loss prevention and Shrinkages

Industrial Training: Site where the student puts into practice the theory of skills that he/she has been studying in course of the on-campus curriculum delivery. Based on his/her experiences at Industrial Internship, the student will prepare and submit a Report and presentation.

e. **Course contents:**

During the Internship Student will be covering the various task such as:

- Implement promotions and special events at the store



- Adhere to standard operating procedures, processes and policies of the store while ensuring timely and accurate reporting
- Optimize inventory to ensure maximum availability of stocks and minimized losses
- Manage sales and service delivery to increase store profitability
- Execute visual merchandising displays as per standards and guidelines
- Ensure overall safety, security and hygiene of the store
- Implement promotions and special events at the store
- Lead and manage the team for developing store capability
- Conduct price benchmarking and market study of competition

Assessment Plan (weight, mode, scheduling) for the course:

S.No.	Assessment	Period of Assessment	Weightage
1.	Industrial Internship Project Report	After Industrial Internship	20%
2.	Industrial Internship Attendance	After Industrial Internship	10%
3.	Industrial Internship Presentation & Viva	After Industrial Internship	30%
4.	Industrial Internship Feedback from the Industry	Throughout the Industrial Internship	20%
5.	Workbook Assignments	After Industrial Internship	20%
Total			100%

8. Pedagogy:

a. Instructional Strategies- On-site experiential training and acquisition of skills

b. Special needs: Retailers who will be providing the internship to the students such as Reliance Retail, Shopperstop, VMart, Lacoste and Decathlon

c. Expertise in AUD faculty or outside – Various Retailers who will be providing the practical training support

d. Linkages with external agencies – Retailers Association of India and various Retailers such as Reliance Retail, Shopperstop, V Mart and Lacoste etc.

Signature of Course Coordinator(s)

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Ambedkar University Delhi

Note:

1. Modifications on the basis of deliberations in the 4th Board of Studies (or Research Studies Committee in the case of research programmes) held on 20th December 2018 and the relevant Standing Committee (SCAP/SCPVCE/SCR) held on 22nd April 2019 (adjourned meeting) has been incorporated and the revised proposal is being submitted to the Academic Council.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Signature of the Dean of the School



Annexure 1

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & Centre for Early Childhood Education and Development
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Workshops: 1. Self-development and Entrepreneurship (1 credits)
Course code	SVS1EC104
Credits	1
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon 2019, Semester-1
Course coordinator and team	Fariha Siddiqui and Sunita Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 The workshops build upon the taught courses during semester 1, such as, Early Childhood and Child Care Services in India and Child Care, Development and Well Being.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre requisites; prior knowledge level; any others – please specify) None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long



5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered? The university aspires to promote equity and social justice with excellence and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve marginalized sections of the society. These workshops will be offered under BVoc (Early Childhood Centre management and Entrepreneurship) programme and enable students to become sensitive professionals who understand how to engage with children
6. How does the course link with the specific programme(s) where it is being offered? This is workshop course in semester one of the BVoc programme (ECCME).
7. **Course Details:**
 - a) **Summary:** The workshop have been planned in order to provide hands on experience to students and it will be connected with the taught courses in the semester.
 - b) **Objectives**
 - a. To provide hands on experience to students for their development as entrepreneurs of early childhood centres
 - b. Sensitize them to the early childhood setting and for working with all children
 - c) **Outcomes:**

After completing the course, students will be able to:

 - Demonstrate understanding of skills and attitudes for their development as entrepreneurs of early childhood centres
 - Describe and analyse early childhood setting and prepare themselves for working with all children
 - Develop skills for becoming a professional
 - d) **Overall structure:** The workshops will be conducted by professionals. Each workshop will run parallel during the semester.
 - e) Course contents detailed in (a) week-wise format (Tentative): Module-wise format

1. **Self-Development and Entrepreneurship (1 credits)**

This workshops will be organized to orient novice early childhood professionals to engage in the process of self-reflection. These workshops will create opportunities for the students to work systematically upon their strengths and weaknesses. It will also enable the early childhood professionals to reflect upon their abilities of engaging with children and developing a rapport with them. Students will begin to understand how to interact with young children—by controlling their anger, fatigue and emotions while working with children. They will be sensitised to the lives of children in difficult circumstances. The importance of collaborative work over competition will also be stressed upon in these workshops. These workshops will also enable students to start thinking about themselves as entrepreneurs. It will focus on the need to appreciate what is required to be a professional in a day care centre and the responsibilities it entails to develop an understanding of an “entrepreneur”. Programme managers of day care centres (especially from the field sites) will be a part of the workshop and they will



reflect upon their own experiences of becoming an entrepreneur. The workshops will enable students to see their field placement sites as potential work spaces, engage with them and begin to understand the system and the field.

Module	Theme	No. of workshops	Experts for the workshops
1.	<p>Knowing myself - "who am I?" This module will involve the participants in varying self reflective exercises to build on the strengths of "me" and "myself". This will include working on conquering the challenges that our system has quietly reconciled with. On our way, we will attempt unlearning, relearning certain processes with a commitment to grow and progress as better individuals.</p>	2 sessions	Trainer
2.	<p>Let us step out of our comfort zones This will include stimulating the positivity located right within to walk newer paths in different directions. We will do various "trust building" exercises as a precursor in helping us to effectively communicate, develop insightful thoughts and indulge in an action oriented approach towards personal and professional growth. Some examples of successful entrepreneurs will be discussed</p>	1 sessions	Trainer
3.	<p>Let us be active listeners and communicate well The focus of sessions on active listening will be to develop effective communication skills and to develop action plans to break down our own communication barriers. We will practice the role of an active listener who not only hears a piece of information but also sensitively and actively processes it.</p>	1 sessions	Trainer
4.	<p>I can lead We will ponder, discuss and work on issues related to " who is a leader?", "what are leadership skills?", " what makes a good leader?". In the similar context , we will practice " reflective supervision". We, as a group will attempt to establish a clear vision on issues at hand and also share it with others. This topic will bring together a number of</p>	2 sessions	Trainer/ Co-ordinator of a Creche/Day care



	earlier concepts, which will further be helpful in evolving and polishing the self.		
5.	I can problem solve and take wise decisions In the course of this module, we will explore the dynamics of everyday struggles to arrive at a "problem solving mode" and an "action oriented approach" to arrive at decisions. We will learn to take initiative, working cooperatively and collaboratively towards achieving individual and collective goals.	2 sessions	Trainer
6	Early childhood education: entrepreneurial opportunity?	2 sessions	Trainer

Readings

Reynolds Center. (2014). Early childhood education: entrepreneurial opportunity?

National Centre for Business Journalism. Retrieved from:

<http://businessjournalism.org/2014/02/focus-on-early-childhood-education-an-opportunity-for-entrepreneurs/>

Todd Grindal & Dana Charles McCoy. (September 17, 2016). Social Entrepreneurs Offer

New Thinking on Old Challenges in Early Childhood. *The Huffington Post*. Retrieved from:

<http://www.huffingtonpost.com/todd-grindal/social-entrepreneurs-offer-b-8156062.html>

Assessment structure		
Self-development and entrepreneurship	Portfolio	50%
	Class participation and attendance	30%
	Assignment	20



8. Pedagogy:

a. Instructional design:

Experiential activities, films and readings from various sources will be used to engage students in the discussions on observation and assessment of children.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector and sound system for showing videos.

c. Expertise in AUD faculty or outside: AUD faculty/outside AUD.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
None

Signature of Course Coordinator(s)

Signature of the Dean of the School



Annexure 2

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & Centre for Early Childhood Education and Development
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Early Stimulation and Early Intervention
Course code	SVS1EC202
Credits	2
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2020, Semester-2
Course coordinator and team	Sunita Singh and Farha Siddiqui

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 The course builds upon Child care, development and wellbeing offered in semester-1. It also connects with the workshop course on development of materials for play, Play, learning and development.
2. Specific requirements on the part of students who can be admitted to this course:(Pre requisites; prior knowledge level; any others – please specify)
 The course focuses on the job role of day care facilitator (Level-5) in an early childhood centre. The course is meant to be offered to those who have specific knowledge and skills related to Day care facilitator taught in semester-1
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Those who will be promoted from semester 1 to semester 2
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?



The vision of AUD is to bridge social inequities and prepare informed professionals. This course will equip students with the requisite knowledge and skills to be able to create an inclusive environment at the early child care centre and to understand their specific needs.

6. How does the course link with the specific programme(s) where it is being offered? This is core course in semester two of the BVoc programme (ECCME).

8. **Course Details:**

a. **Summary:** This course on “early stimulation and early intervention” will focus on creating an inclusive environment at the early childhood centre. It firstly focuses on understanding disability and inequities in services that children receive—sometimes leading to developmental delays. It will further enable students to identify disabilities and meet children’s developmental and learning needs across the physical, cognitive, language, social emotional and sensory and adaptive development—or find referral services for the same. The course will also highlight the critical role families play in providing intervention services to young children.

b. **Objectives:**

The specific objectives of the course are:

- Understand the concept and significance of Early Stimulation.
- Outline the importance of early experiences and their effects on brain architecture.
- Describe and identify “children and families at risk”.
- Learn about different ways early identification and early intervention
- create inclusive learning environments for children with different types of abilities.

c. **Outcomes:**

After completing the course, students will be able to:

- describe the significance of early stimulation and early intervention
- assess and identify needs and development of children
- design stimulating activities for the development of young children
- prepare guidelines for the development of infant and toddler’s early learning
- list the ways of early detection of disabilities
- demonstrate skills to create inclusive environment for children with diverse abilities

d. **Overall structure:** The course is divided into three modules:

- i. Early Stimulation
- ii. Early detection and disability
- iii. Early intervention



c. Course contents detailed in (a) week-wise format (Tentative): Module-wise format

Module 1: Early Stimulation

The first eight years of a child, known as the early childhood years, are globally acknowledged to be the most critical period for children's lifelong growth and development. The shift from theoretical understandings of diverse developmental pathways in children to articulation of concrete expectations is a result of research that indicates that children learn a great deal from their environment and their developmental patterns and brain architecture are in turn, influenced by the environment. The first five years especially is a significant period for cognitive, psychosocial development. At this stage, children are learning how to learn and providing them with a warm, caring, language rich, play centered environment can facilitate the process by stimulating the brain. Diverse sensory experiences can enhance their abilities to think and communicate with others. The module focuses on understanding the concept of 'Early stimulation' and how early experiences contribute to improved cognitive and psychosocial development. There will be specific focus on the early experiences and its effects of the brain architecture. After the completion of this module, students will be able to translate the theoretical understanding into practical application by carrying out the early stimulation activities.

Module	Topic	Learning outcome(s)	Core readings	Supplementary Readings	Assessment
1.1	Concept & Significance of early stimulation	<ul style="list-style-type: none"> - understanding the concept of 'Early stimulation' - define how early experiences contribute to improved cognitive and psycho-social development. 	<p>Saving Brains- A grand challenge- https://www.youtube.com/watch?v=vw0TkwiipZU</p> <p>From the Parent/Patient Education Series, Holmes Regional Medical Center Pediatric Services http://www.brihsby.com/nber/bich/infant-stimulation.php</p>	J-Pal. (2016). <i>Early childhood engagement for lifelong learning</i> . J-Pal Policy Bulletin. Pp.1-12.	



1.2	Early experiences and Brain Architecture	<ul style="list-style-type: none"> analyse the importance of early experiences and its effects of the brain architecture 	<p>Centre on the Developing Child. (n.d.). Brain Architecture. Harvard University. Retrieved from http://developingchild.harvard.edu/science/key-concepts/brain-architecture/</p>		
			<p>Centre on the Developing Child. (n.d.). Brain Architecture. Harvard University. Retrieved from https://developingchild.harvard.edu/resources/experiences-build-brain-architecture/</p> <p>Centre on the Developing Child. (n.d.) In Brief: Foundations of Lifelong Health. Retrieved from</p>		



			http://developingchild.harvard.edu/resources/inbrief-the-foundations-of-lifelong-health-video/	
1.3	Early stimulation activities	<ul style="list-style-type: none"> - plan out the early stimulation activities - develop an activity log of activities 	<p>Connecticut's Guidelines for the Development of Infant and Toddler Early Learning</p> <p>Chopra, G. (2012). Stimulating development of young children with disabilities at Anganwadi and at home: A practical guide. Department of Human Development and Childhood Studies, University of Delhi</p>	<p>Creating an ensemble of various Early stimulation activities (Choose one from the four ages- birth to six months; six months till one year; one year to two years; two to three years of age) 30%</p>

Module 2: Early Detection and disability

As we progress to the second module, students will be able to gather the importance of early detection of developmental problems, which may further help in providing early intervention. The module will help in identifying the children at risk and the diverse perspectives on understanding a child with disability. There will be a clear focus on early identification and screening, which is critical in providing early intervention.



Module	Topic	Learning outcome(s)	Core readings	Supplementary Readings	Assessment
2.1	Early detection, Children at risk, Early Identification and assessment	<ul style="list-style-type: none"> - Describe the significance of early detection - Collect information about child to provide early intervention. - identify the children at risk 	Chopra, G. (2012). <i>Early detection of disabilities and persons with disabilities in the _____ community.</i> Department of Human Development and Childhood Studies, University of Delhi, p. 1-45.	Malhi, P., Sidhu, M., & Bharti, B. (2014). Early stimulation and language development of _____ economically disadvantaged young children. <i>The Indian Journal of Pediatrics</i> , 81(4), 333-338.	
2.2	Children with disabilities	<ul style="list-style-type: none"> - define diverse perspectives on understanding a child with disability - design screening for children with disability 	Policy brief- Children with disabilities in India		

Module 3 : Early Interventions

Early childhood care and education services need to connect with children’s learning and development and strengthen the capacity of families and communities to provide help. Early intervention services are necessary for infants and toddlers at risk for developmental delays. These services are designed to identify and meet their developmental and learning needs across various domains. Identification could include detection of developmental delays and early intervention includes provision of services to such children and their families for providing age-appropriate stimulation.

Module	Topic	Learning outcome(s)	Core readings	Supplementary Readings	Assessment
3.1	Concept and	<ul style="list-style-type: none"> - Describe the significance of early 	Ministry of Social Justice	Zero to three. (2006). <i>From</i>	Choosing a child of the



	<p>Rationale of Early Intervention Importance of Early Intervention</p>	<p>intervention</p>	<p>and Empowerment, Government of India. (2008). Organization of Early Intervention Services. National Institute for the Mentally Handicapped (now National Institute for the Empowerment of Persons with Disabilities). Section I (Early Intervention and its relevance; Concept of Early Intervention; Rationale for Early Intervention; Importance of Early Intervention), p. 9-25.</p>	<p><i>Science to Public Policy: Early Intervention for Abused and Neglected Infants and Toddlers</i>. Retrieved from: https://www.crotothree.org/resources/75-from-science-to-public-policy-early-intervention-for-abused-and-neglected-infants-and-toddlers</p>	<p>age group for which the "Early stimulation Activity bank" has been created and doing the activities with the child. Creating a log of child's responses to the activities carried out over a period of time. This will further be discussed in the class in detail. 30%</p>
3.2	<p>Eligibility for early intervention services</p>	<ul style="list-style-type: none"> - Identify the nature of population requiring Early Intervention - define the common 	<p>Section II (Criteria of eligibility for Early Intervention Services; Nature of</p>		



		terminologies related to early intervention	population requiring Early Intervention), p. 26-51. Section III. Basic requirements of a service organization, Requirements for establishment of Early Intervention, Services at different levels, Requirement for Early Intervention Unit, p. 52-86.	
3.3	Creating an inclusive environment	<ul style="list-style-type: none"> - Plan early intervention schedule and centre for young children - Prepare early intervention activities 	Early Intervention Services Approaches, Activities of an Early Intervention Unit, Categorization of human resources, p 87-118.	Term end: 30%

Assessment Type	Weightage
Assignment-1 Creating an ensemble of various Early stimulation activities (Choose one from the four ages- birth to six months; six months till one year; one year to two years; two to three years of age)	30%
Assignment-2 Choosing a child of the age group	30%



for which the "Early stimulation Activity bank" has been created and doing the activities with the child. Creating a log of child's responses to the activities carried out over a period of time. This will further be discussed in the class in detail. 30%	
Term-end	30%
class participation	10%

8. Pedagogy:

a. Instructional design:

Films and readings from various sources will be used to engage students in the discussions on observation and assessment of children.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector and sound system for showing videos.

c. Expertise in AUD faculty or outside: AUD faculty/outside AUD.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
None

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Signature of Course Coordinator(s)

[Signature]
Signature of the Dean of the School



Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Vocational Studies & Centre for Early Childhood Education and Development
Programme(s)	BVoc (Early Childhood Centre Management and Entrepreneurship)
Course title	Workshops: 1. Material development for enhancing play of young children--
Course code	SVS1EC205
Credits	1
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter 2020, Semester-2
Course coordinator and team	Fariha Siddiqui and Sunita Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
The workshop builds upon the taught courses during semester 2 such as, early stimulation and early intervention, Play, learning and development, Building partnership with parents and so on.
2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify) None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Semester-long
5. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?



The university aspires to promote equity and social justice with excellence and spread knowledge across all members of the society irrespective of class, creed or caste. It aims to develop informed professionals who would take up their social responsibility and serve marginalized sections of the society. This workshop will be offered under BVoc (Early Childhood Centre management and Entrepreneurship) programme and enable students to become resourceful and sensitive professionals who understand how to engage with children.

6. How does the course link with the specific programme(s) where it is being offered? This is workshop course in semester two of the BVoc programme (ECCMB).

7. **Course Details:**

a) **Summary:**

The workshop have been planned in order to provide hands on experience to students and it will be connected with the taught courses in the semester.

b) **Objectives**

- a. To provide hands on experience to students for their development as entrepreneurs of early childhood centres
- b. Understanding different types of material for diverse children

c) **Outcomes:**

After completing the course, students will be able to:

- prepare play material/toys for young children
- Create ways of reusing and recycling material to enhance play
- Develop a repertoire of activities for young children

d) **Overall structure:** The workshops will be conducted by professionals. The workshop will run parallel during the semester.

e) Course contents detailed in (a) week-wise format (Tentative): Module-wise format

Workshop 1: Material development for enhancing play of young children(1 credit)

This workshop will be focused on preparing stimulation and educational material for young children. The students will be engaged in brainstorming on the needs of young children (including children with disabilities) as per their reflections from their internship and then will be helped to prepare play material/toys for young children. This will be done to help students gain self-confidence and engage in creative thinking. Students will pick up skills in preparing materials such as variety of puppets, educational play materials, sensory stimulating materials etc. with which infants, toddlers, preschoolers and older children including children with disabilities can play. Experts from field will be invited to share their innovative ideas on making and use of variety of play materials for appropriate stimulation of young children.



Module	Theme	No. of workshops required	Experts for the workshops
1.	Making Puppets and using them in stories/rhymes	2	Trainer
2.	Educational play material	3	Trainer
3.	Material for infants and toddlers(sensory material)	2	Trainer
4.	Material for children with disability	2	Trainer
5.	Appropriate display material (legibility)	1	Trainer

Suggested readings:

Centre for Early Childhood Education & Development & CARE India. *Baccho ke liye khel aur khilone*. New Delhi: CARE India, 20p.

Gibbs, M.J. & Miller, L.G. (2015). *Making Toys for Infants and Toddlers: Using Ordinary Stuff for Extraordinary Play*. Gryphon House, Inc., 160 p.

Gibbs, M.J. & Miller, L.G. (2015). *Making Toys for Preschool Children: Using Ordinary Stuff for Extraordinary Play*. Gryphon House, Inc., 160 p.

Henriques, J. (2011). *Made to Play!: Handmade Toys and Crafts for Growing Imaginations*. Shambhala Publications, 207 p.

Khanna, S. (1981). *Dynamic folk toys. Indian toys based on the simple application of principles of science and technology*. Available at:

<http://www.rcvindguptatoys.com/rcvindgupta/dynamicfolktoys.pdf>

Assessment			
1.	Creating and submitting material	Individual	20%
2.	Maintaining written log of material	Individual	20%
3.	Attendance and participation	Individual	40%
4.	Presentation on 'how a material can be used to enhance play of young children'	Individual	20%

8. Pedagogy:

a. Instructional design:

Experiential activities and films from various sources will be used to engage students in the discussions on observation and assessment of children.



- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector and sound system for showing videos.
- c. Expertise in AUD faculty or outside: AUD faculty/outside AUD.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
None

for the

Signature of Course Coordinator(s)

[Handwritten Signature]

Signature of the Dean of the School

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on August 27th, 2018

The 35th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 27th August 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Praveen Singh	Member
Dr. Rajan Krishnan	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sitansu Sekhar Jena	Member
Prof. Tanuja Kothiyal	Member

Regrets:

Prof. Asmita Kabra, Prof. Geetha Venkataraman, Prof. Kartik Dave, Prof. Suchitra Balasubrahmanyam, Prof. Sumangala Damodaran and Dr. Sunita Singh could not attend the meeting.

Special Invitees:

Dr. Bodh Prakash, Dr. Krishna K. Dixit, Ms. Jenie C Alex, Dr. Shad Naved, Mr. Shelmi Sankhil, Prof. Amol Padwad.

The following agenda items were discussed:

1. To discuss the recommendations of the Board of Studies of School of Letters on the following:
 - a) To consider the following MA courses from the Comparative Literature and translation Studies (CLTS) stream:

1. Comparative Ghalib

This course deploys the comparative method in literature towards a close study of the oeuvre of Mirza Asadullah Khan Ghalib, the Urdu and Persian poet who wrote at the cusp of modernity, language identity and cultural politics, all of which are some of the frames through which we can understand our literature today. A comparative Ghalib is not meant as a call for comparing Ghalib with literary figures of similar cultural magnitude and plenitude, but rather to identify the strains of comparative thought within the oeuvre that bears his name.

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During discussion, it was noted that this course brings together existing faculty expertise in Hindi and Urdu in AUD. It also represents an attempt to work towards the overall vision of School of Letters to encourage the spirit of multilingualism

ii. Mahasweta Devi: Comparative Readings

Through an examination of Mahasweta Devi's works in diverse genres such as fiction, non-fiction and drama, this course proposes to open up certain core debates related to Comparative Literature and Translation Studies. The focus would be on re-reading these texts through unconventional frames, in order to resituate Mahasweta Devi in relation to diverse literary traditions in India and internationally. In the process, the ideas of canonicity and literary tradition would be interrogated and re-defined.

During discussion, the SCAP noted that this course brings in multiple translations of the same work to initiate comparison and triggers thought and theorising through a process of close reading of parallel translations. It was suggested that that class participation under 'Assessment' be elaborated to indicate what it constitutes.

iii. Indigenous Writing from the Northeast – Fiction

This course explores fictional works in English by the indigenous people in India's northeast. The term "indigenous" is here used to mean those groups of people for whom literacy and writing culture came with and after their encounter with colonialism. The course aims to extend academic focus to this major constituency in the region, especially their shifting historical locations and relations with one another and the other communities in the region. Literary writing in English, itself a historical phenomenon that needs critical engagement, provides a fitting point of entry for these discussions.

During discussion, the SCAP made the following observations and suggestions:

- The course may introduce a comparative element by bringing the colonial encounter in the literatures of other regions such as Africa and Srilanka to explore interesting debates and discussions.
- In addition to English writings, the course should also bring in the literature available in English translation.
- The assessment scheme needs to be reconsidered. 'Reading Journal' as a form of assessment needs to be explained in the course document.

The SCAP decided to take up the CLTS course titled *Reading myth and fantasy* in a later meeting due to time constraints.

After due deliberation, the SCAP recommended that the CLTS courses **Comparative Ghalib, Mahasweta Devi: Comparative Readings and Indigenous Writing from**

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the Northeast – Fiction be placed in the next meeting of Academic Council for consideration.

b) To consider the following English MA courses:

i. Photography: History, Theory, Practice

In the narrative of its origins and history, photography mirrors the definitive visual turn in social and cultural sciences and since the first experiments in the 1820s has come to occupy a foundational position in the gradual but inevitable 'technologisation' of art forms. Yet, at the heart of photography lie the complex and often conflicting registers of representation and form; memory and time, gaze and witness; and of history that is both present and absent. One of the abiding concerns of photography has hence been its liminal position between art and technology as well as its efficacy of being a redoubtable representational template that is at odds with the various interpretations of reality that it projects. This course, by introducing students to a wide range of debates and movements in photography would hope to provide a substantive idea about the form and function of photography across time, cultures and genres.

During discussion, the SCAP made the following observations and suggestions:

- For a four-credit course, it appears too exhaustive in content and scope. Therefore the course needs to revisit the content, focus, readings and course objectives.
- While redesigning the course, certain important perspectives on photography, such as the feminist perspective, need to be brought in.

Given the nature of the observations, it was felt that the course structure requires revision. The SCAP constituted a committee comprising of the following faculty members to review and revise the course and bring it back to SCAP for further discussion:

Dr. Bodh Prakash, Programme Coordinator MA English
Dr. Sayande Chaudhary, Course Coordinator
Prof. Krishna Menon
Dr. Rajan Krishnan
Dr. Shad Naved

After due deliberation the SCAP decided that the course *Photography: History, Theory, Practice* after revisions be brought back to SCAP.

ii. Classical Greek Literature

This course includes seminal Greek literary and critical texts from the classical period. Historians of this period have turned to many of these texts as source material for an understanding of politics and society. Literary scholars have either accepted the historical critiques or considered the works as autonomous works of art and waxed eloquent about their aesthetic qualities. There is a need to examine

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these works within their social, cultural and aesthetic contexts and establish meaningful connections between these two approaches. Both texts and the contemporary aesthetic theories will be problematized within the literary culture of their times in this course.

The presentation was followed by discussion and some general points were made by way of observations and suggestions.

The SCAP decided to take up the MA English course titled Drama: Text and Performance in a later meeting due to time constraints.

After due deliberation, the SCAP recommended that the MA English course *Greek Classical Literature* be placed in the next meeting of Academic Council for consideration.

2. **To discuss the concept note for the launch of Certificate Programme in Teaching English to Speakers of Indian Languages (CTESIL), on a pilot basis, by the Centre for English Language Education (CELE)**

The Programme Coordinator of the proposed CTESIL programme made the following presentation:

AUD being a Delhi state university is also committed to support the quality enhancement of teaching and learning in schools in and around Delhi. As part of this mandate, CELE plans to initiate outreach initiatives, which will contribute to English proficiency enhancement in Delhi government schools. The existing in-service and pre-service programmes for school teachers do not focus adequately on the methodologies of learning English. CELE had organized a one week programme for practicing teachers/teacher educators titled Capacity Building Workshop for Teacher Trainers in June 2017. The Programme elicited an enthusiastic response from the participants. CELE is now planning to launch a semester-long programme titled *Certificate in Teaching English to Speakers of Indian Languages (CTESIL)* as a first in the series of such outreach initiatives.

The Certificate Programme in CTESIL focuses primarily on the pedagogical aspects of the English language teaching. The Programme keeps in mind the multilingual context in which most teachers and learners are situated in India. It does not view English simply as a foreign language, or even as another second language, but one which has a special historical, political and economic status in the current globalized world.

The Programme has conceptualized the English proficiency courses at two levels: one at an elementary level (e.g. A1 level in the CEFR) and another at a slightly higher level (e.g. A2). Both the levels will be run for students of Delhi Government schools which will act as a 'lab' for teacher training. Teachers will have ample

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opportunities to observe, critique, reflect on and learn from the proficiency courses in progress.

Initially, the programme will run on a pilot basis from the end of September till end of December 2018 and then will be formally placed before all the deliberating bodies of the University for discussion and evaluation, after the first cycle of the programme is over.

During discussion, it was suggested that the Programme should be affiliated to a School, SES in this case. It was also suggested that, given the short duration of the Programme, there should be some provision of time compensation against contingencies, such as medical emergency or failure to meet assessment requirements.

The SCAP also suggested that after the first cycle of the CTESIL programme, CELE faculty should work on a consolidated policy document on attendance and assessment and bring it back for discussion

After due deliberation, the SCAP recommended that the Concept note for the launch of new programme titled Certificate in Teaching English to Speakers of Indian Languages (CTESIL) be placed before the Competent Authority for approval and eventually before the AC for ratification.

a) To discuss the following courses as part of CTESIL

i. Language Teaching Methods and Approaches

Through this course, participants will be involved in an enquiry around the questions of language teaching methodology to reflect, critique, explore and synthesise a sound understanding of major approaches and methods of language teaching. The course is based on a reflective model of teacher education to encourage participants to reflect on their past experiences as language learners and engage in real class teaching and observation to arrive at their own personal formulations. Participants will often be encouraged to evaluate a number of different options and choose the one which is context sensitive based on their experiences as part of the practicum. This course aims at developing reflective and self-critical modes of approaching a language classroom.

ii. Introduction to Materials

This is a 2 credit course which aims to introduce participants with specific skills and techniques to evaluate and adapt materials in the context of English Language Teaching in India. Its objective is to equip participants to critically examine the scope of materials in ELT within the larger context of materials, syllabus design, task design and activities in ELT, to arrive at a common rubric for materials evaluation using the parameters of appropriacy, suitability, cultural context, cognitive levels and to encourage participants to evaluate materials from

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bi/multilingual sources, and thereby equip them to adapt materials from L1 to English by exploring the cultural context and language usage

iii. Introduction to Assessment

This course aims to introduce participants to different kinds and forms of assessments, their role in learning and teaching, and the difference between assessment, testing and evaluation, as well as the advantages and limitations of different kinds of assessment. Further the course tries to make the participants aware of which kinds of tests may be used to assess various aspects of learning and competence of students, and principles and issues in designing, administering and inferencing from tests. Moreover, this course will also delve into how the four skills in English language, i.e. Listening, Speaking, Reading and Writing and the two dimensions of grammar and vocabulary may be assessed.

iv. Language Awareness

The course on language awareness is essential for anyone who aspires to teach language. This course is a blend of elements or aspects of language (such as grammar, phonetics, morphology etc.), language skills (for example, speaking and writing), and metacognitive strategies which allow students to reflect on the nature of language and its acquisition. The key areas covered in this course include spoken and written language, grammar, and phonetics. The aim is to make participants aware of form, function, and use of language in any given contexts.

v. Contexts of ELE in India

The course focuses on exploring contexts of English Language Teaching (ELT) and learning in India which is essential for anyone who aspires to teach language in the Indian contexts. This course will build on the experience of participants as learners and as teachers (in some cases) and then lead participants to reflect on the key issues of ELT in India. The course will be transacted in participatory mode. The content of the course includes history and status of English in India, ELT practices, expectations of major stakeholders such as students, teachers, parents, institutions etc., issues and challenges of ELT like large classes, paucity of resources, availability of online resources etc.

- a. The SCAP noted that the above courses are inter-connected and have a strong component of practicum which is linked to an English proficiency course for Delhi government school students

The SCAP deliberated upon the above CTESIL courses and recommended that Language Teaching Methods and Approaches, Introduction to Materials, Introduction to Assessment, Language Awareness, Contexts of ELE in India be placed before the Competent Authority for approval. The programme outline and the course structures will be eventually placed before the AC for ratification.

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3. To discuss the two English language courses in BA programmes of School of Global Affairs

i. English for Academic Purposes 1 (EAP 1)

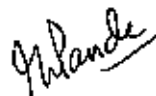
This course aims at introducing students to core academic study skills required for study in English medium. The course introduces language skills and elements in an integrated way, with a view to strengthening their competence to handle disciplinary discourses. The key content areas covered include language skills, vocabulary and grammar in academic English. This course is expected to prepare students for handling academic English in a more general way, in anticipation of a more in-depth and 'hard-core' exposure to disciplinary discourses in the next level course EAP 2.

ii. English for Academic Purposes 2 (EAP 2)

This course aims at facilitating production of academic English. The primary focus of the course is on introducing students to language skills in an integrated way in order to handle disciplinary discourses. The key content areas covered include skills and elements of academic English at an advanced level with specific reference to specialized subject areas. It is anticipated that this course will prepare students with adequate competence to operate effectively as users of academic English.

During discussion, the SCAP noted that the existing EAP course in School of Undergraduate Studies (SUS) is a four credit compulsory course in the first year of UG programme. However, in the new BA programme in Karampura the students need to do at least 8 credits of English language courses spread across first and second year of their UG studies. They will either do the basic proficiency course called English Proficiency Course (EPC which is identical to the existing SUS course) in the first semester followed by EAP 1 in the third semester or EAP 1 in first semester followed by EAP 2 in the third/fourth semester. Students who do the basic proficiency course EPC can take up EAP 2 as an elective course.

After due deliberations the SCAP recommended that the courses EAP 1 and EAP 2 be placed in the next meeting of Academic Council for consideration.



(Monishita Hajra Pande)
Convenor



(Sali Misra)
Chairperson

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on October 9th, 2018

The 36th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 9th October 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Asmita Kabra	Member
Prof. Dharendra Datt Dangwal	Member
Prof. Geetha Venkataraman	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Monishita Hajra Pande	Convenor
Dr. Rajan Krishnan	Member
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyam	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Dr. Sunita Singh	Member
Prof. Tanuja Kothiyal	Member

Regrets: Prof. Praveen Singh, Prof. Sitansu Sekhar Jena and Prof. Sumangala Damodaran/ Prof. Babu P. Remesh

Special Invites: Prof. Smita Tewari Jassal, Dr. Niharika Banerjee, Prof. Rinju Rasaily, Dr. Pallavi Chakravarty, Prof. Yogesh Snehi, Prof. Dhiraj Kumar Nite, Prof. Shailaja Menon, and Dr. Kranti Kumar

The following agenda items were discussed:

1. **Confirmation of the minutes of the 35th meeting of the SCAP held on 27.08.2018.**

The minutes of the 35th meeting of SCAP were circulated over email and in hard copy for confirmation from all members.

2. To consider the recommendations of the Board of Studies of School of Liberal Studies for the following:

A. Courses of M.A History

i. History and the Aboriginal Past (SLS2HS205; 4 Credits; Elective)

In this course, the historical subject of enquiry is the Aboriginal which is defined, as 'primarily oral' societies. If 'History is a subject primarily concerned with the crafting of narratives,' then 'how do you construct a narrative of a group or class that has not left its own sources?' As such, the course pays attention to regional similarities and differences in Aboriginal studies and some of the regions studied are: Africa, Asia and further distinguishes between 'settler' and 'non-settler' colonies. It focus on the debates on the very terms 'Aboriginal' and 'indigenous'.

ii. Censorship/Transgression in Modern India (SLS2HS111; 4 Credits; Elective)

The course is more thematic than chronological. It seeks to critique both state and society which strives to impose regimes of social behaviour on individuals. The interstices of this relationship will be explored through the first two modules which focusses on processes of acculturation and legal paradigms used by both state and society to enforce behavioural norms. Censorship also creates a moral dilemma. Is censorship always bad? For further clarity theoretical models drawn from Foucault, Althusser, Paulo Friere etc would be used. In addition, metanarratives of caste, gender, and tribe would be dissected to unravel the different readings.

iii. Partition of Indian Subcontinent and Aftermath (SLS2HS313; 08 Credits; Elective)

This course encourages students to look at one of the most tragic events in the history of the subcontinent. There has been a shift in the historiography on partition with the focus now on the legacy left behind. The 'long Partition', as it has been termed by Vazira Zamindar, has several un- or under explored themes which remains the focus of this seminar paper. At the same time with publication of many original documents of that period, research on this theme is greatly enabled. Thus, students would be encouraged to explore any one theme ranging from the meaning and celebration of independence in the subcontinent to what is left of the legacy of partition today.

iv. Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent (SLS2HS310; 08 Credits; Elective)

This seminar course equips the budding researcher with the methodology concerned with its particular subjects, question formulation, narrative structure, conceptual and theoretical framework, and the archival and oral data generation. It makes students engage with tools of analysis of everyday life, society and economy in terms of labour, land, capital, state and the wellbeing. It

engages them in a discussion on the significance of comparative historical perspectives. The course comments upon various approaches, such as behaviourist, liberal, structuralist, Marxian, postmodernist, post-structuralist and feminist applied to the study of productive classes and development.

Discussion

- a) The SCAP noted that the BoS recommendations have been incorporated in all the course documents
- b) For the course 'Censorship/Transgression in Modern India' the SCAP made the following observations:
 - The course document can explain how the readings are geared towards understanding censorship
 - Foregrounding/orienting the course to the issue of censorship may help in understanding the readings
 - Certain suggestions were made related to the design of the course for consideration
- c) The SCAP noted that 'Partition of Indian Subcontinent and Aftermath' and 'Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent' are seminar courses in MA History programme. While the course outlines provide a loose framework, the scope of these courses can be varied based on students' research questions and investigations.
- d) Suggestions were made for the reading list
- e) Use of neutral terms was suggested while taking about partition
- f) For the course 'Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent' the following observations were made:
 - Inclusion of feminist readings in the list
 - Suggestions were made related to the themes of the course such as sexual harassment in workplace
 - Redefining work as an abstract concept from a feminist perspective could enrich the course

After due deliberation, the SCAP recommended that the MA History courses 'History and the Aboriginal Past', 'Censorship/Transgression in Modern India', 'Partition of Indian Subcontinent and Aftermath', 'Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent' be placed in the next meeting of Academic Council for consideration.

B. Courses of M.A Sociology

i. Transnational Feminisms (SLS2SC210; 4 Credits; Elective)

This course will introduce students to the theories, practices and research around transnational feminisms. How do feminists understand difference and build solidarity and alliance across differences of class, race, nationality, caste, gender, sexuality, religion and language? How do feminists critically write and dialogue about processes of colonialism, global capitalism, nationalism, human rights, and the politics of gender, sexuality, race, caste, and nation? In what ways does

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collaboration as a concept and practice define transnational feminisms? These are some key questions that the course attempts to explore.

ii. **Sociology of Work and Health (SLS2SC212; 4 Credits; Elective)**

The aim of this course is to engage students in understanding the key perspectives around work and health using a sociological lens. It seeks to focus upon the changing perspectives around work particularly by understanding the shifts towards flexible specialisations. The modules will attempt to understand the impact on health and the ensuing health care policies in particular work situations in contemporary India. Although there are varied perspectives on Sociology of work this course will pitch in particularly at a more recent juncture towards new forms of work organisation and its precariousness to health as the distinctive area of investigation. Thus health as a category is exemplified as a crucial sociological indicator throughout this course.

iii. **Capital, Value and Infrastructure**

This course explores the relations of capital, value and infrastructure theoretically and empirically by bringing infrastructure studies in relation with the analysis of capital and value. The dialectical relationships between the theoretical and the concrete; the effectual and the physical; and the fixed and the mobile materiality of infrastructure are emphasized. Building on classical analyses of capitalism, the readings develop a comprehensive understanding of the capitalist production of space and society through infrastructure development. While emphasising the plurality of approaches in infrastructure studies, the course equips students to analyse hegemonic infra-structures of capital.

Discussion

- a) The SCAP noted that the BoS recommendations have been incorporated for all the courses
- b) For the course 'Transnational feminism' the following observations were made:
 - Bibliographic suggestions were made to bring in the South Asian perspective on transnational feminism
 - Suggestions for themes were made such as global sisterhood
 - The course could highlight how transnational is different from global feminism
 - The assessment plan for the course resembles that of a seminar paper; there is a need to bring in a variety of assessments
- c) For the course 'Sociology of Work and Health' there is a need to segregate essential and supplementary readings in the course document. Although this course addresses workplace conditions concerning women, there is a scope to address maternal health in the MA Sociology programme through some other course.
- d) For the course 'Capital, Value and Infrastructure' the SCAP suggested that the number of essays can be reduced; although the course is conceptually rich, it needs to be scaled down.

After due deliberation, the SCAP recommended that the MA Sociology courses 'Transnational Feminisms', 'Sociology of Work and Health' and 'Capital, Value

and Infrastructure' be placed in the next meeting of Academic Council for consideration.

C. To consider the Guidelines for Assessment and Evaluation: M.A History

The Programme Coordinator presented the Assessment and evaluation document of MA History. The SCAP noted the following:

- MA history follows the broad guidelines of the general assessment policy of AUD
- A student gets promoted to the second year/third semester only when he/she has completed (secured C+ or higher grade in) at least 24 credit worth of courses (75 per cent of courses) by the end of second semester. MA history Seminar Paper can be taken by students in fourth semester only, after promotion to the second year and completion of at least three core courses. Exceptions can be discussed by the programme committee. If a student does not complete Seminar Paper leading to dissertation satisfactorily, s/he will have to repeat it like any other course.

After due deliberation, the SCAP recommended that the 'Guidelines for Assessment and Evaluation: M.A History' be placed in the next meeting of Academic Council for consideration.

3. To discuss the Discipline/elective courses (Sociology and Mathematics) as part of the SUS programme.

The following Mathematics courses of BA Mathematics programme were presented by the programme coordinator:

i. Advanced Analysis (SUS1MA540; 4 Credits; Elective)

This course has mainly been designed with the aim of introducing students to the advanced mathematics. The course has three parts one on Metric Spaces which is compulsory and students can choose from one of the other two parts on Complex Analysis or Multivariable functions. Lab work may also be included where it will enhance visualization and understanding.

ii. Algebra II (SUS1MA506; 4 Credits; Core)

The aim of the course is to offer a general introduction to the concepts of groups, rings and linear mappings and some applications of these.

iii. Analysis I (SUS1MA502; 4 Credits; Core)

The aim of the course is to offer a general introduction to very basic concepts of Sequences, Limit and continuity, Differentiation and Integration and some applications of these.

iv. Analysis III (SUS1MA508; 4 Credits; Core)

This course has been designed keeping in mind the students who have already been exposed to Analysis II. A beginning to theory of integrable functions is

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made by introducing basics of Riemann Integration. A detailed study of sequences and series of functions along with lots of examples will be done. The various notions learnt till now will be used for functions of two variables. This course will provide the students with the broad base required for advanced courses in Analysis.

v. **Linear Optimisation and Application (SUSIMA511; 4 Credits; Core)**

This course aims to introduce the use of linear optimisation methods and techniques for effective decision making. It involves mathematical model formulation and applications that are used in making decisions related to business

vi. **Mathematical Modelling (SUSIMA541; 4 Credits; Elective)**

This course has been designed keeping in mind the students who have already been exposed to MA507 and MA510. The main objective of this course is to provide an introduction to modelling and simulation and how to model, solve and interpret real life problems using different Mathematical perspectives.

vii. **Number Theory and Cryptography (SUSIMA515; 4 Credits; Core)**

The present course on 'Number Theory and Cryptography' has been designed to familiarize the students with basic concepts in Number Theory and Cryptography. The course has an added attraction of the compulsory lab component, where using Mathematica one can learn to handle finding primes, solving Diophantine equations and congruencies that are essential for Cryptography. This helps students to work effectively and efficiently as the option of using Mathematica commands is time saving and gives accurate results.

viii. **Partial Differential Equations (SUSIMA542; 4 Credits; Elective)**

The course on Partial Differential Equations has been designed to introduce to formulate, classify, interpret and solve first and second order PDE's. The students will be exposed to various applications of these topics in real world related problems such as heat conduction, vibrating string and wave equations. The course has an added attraction of the compulsory lab component where using MATHEMATICA, one can plot the graphs of the solutions of the partial differential equations. This helps students to visualize the geometry behind the solution of a particular type of partial differential equation.

ix. **Probability and Statistics (SUSIMA507; 4 Credits; Core)**

This course introduces students to foundations of probability and statistics. After learning foundational concepts random variables, sampling distributions, hypothesis testing, regression and correlation are discussed in detail. Data analysis based on distributions as well as statistical tests is performed using Excel spread sheets.

Discussion

The SCAP noted the following about BA Mathematics courses:

- Analysis I and Analysis III are compulsory courses while Advanced Analysis is an optional course which prepares students for competitive exams
- Some of the courses are lab based and application orientated
- Assessment situations are varied such as class participation, quiz, tests or presentations
- There are a number of courses on Statistics offered by various programmes at BA level. Therefore, SUS students need to do the one offered by their specific programme; 'Probability and Statistics' is the course on Statistics for BA Mathematics programme.
- For the course titled 'Advanced Analysis', although the course code clarifies that it is a course in mathematics, it may confuse students while opting for it; it needs to be clarified that it is a course in mathematical analysis.

After due deliberation, the SCAP recommended that the BA Mathematics courses 'Advanced Analysis', 'Algebra II', 'Analysis I', 'Analysis III', 'Linear Optimisation and Application', 'Mathematical Modelling', 'Number Theory and Cryptography', 'Partial Differential Equations' and 'Probability and Statistics' be placed in the next meeting of Academic Council for consideration.

4. Matters related to award of Diploma in various programmes

Dean AES shared with SCAP that there is a need to look into the matters concerning the award of Diploma in various programmes.

- The SCAP formed a committee consisting of Dean Student Services (Prof. Sanjay Sharma), Dean AES (Prof. Geetha Venkataramanan) and Dean SES (Officiating) (Dr. Sumita Singh) to discuss matters pertaining to exit options and award of Diploma in various programmes and make recommendations for further deliberation.

5. Any other matters with the permission of the Chairperson.

Due to time constraints, the SCAP could not take up all the courses listed in the agenda items. It was decided that the rest of the courses would be taken up in the next SCAP meeting.



(Monishita Hajra Pande)
Convener



(Sali Misra)
Chairperson

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on November 20th, 2018

The 37th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 20th November 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Praveen Singh	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sumangala Damodaran	Member
Dr. Sunita Singh	Member
Prof. Tanuja Kothiyal	Member

Regrets: Prof. Asmita Kabra, Prof. Geetha Venkataraman, Prof. Kartik Dave, Dr. Rajan Krishnan, Prof. Suchitra Balasubrahmanyam, and Prof. Sitansu Sekhar Jena

Special Invitees: Prof. Gangraumei Kamei and Dr. Parag Waknis

The following agenda items were discussed:

1. To consider the recommendations of the Board of Studies of School of Undergraduate Studies for the following:

A. Courses of BA Economics

The Programme Coordinator of BA Economics presented the following courses:

- i. Introduction to Econometrics (SUSIEC111; 4 Credits; Core for Economics (H); Elective for other disciplines) and**
- ii. Applied Econometrics (SUSIEC114; 4 Credits; Core for Economics(H); Elective for other disciplines)**

These two courses are identical but have different titles. The course shall introduce the approach of unifying the theoretical and empirical dimensions of economic analysis. Basic econometric methods like simple and multiple linear regression analysis will be discussed with an emphasis on their applications and the issues that have to be confronted in that process.

ii. Macroeconomics II (SUS1EC106; 4 Credits; Compulsory for B.A (H) Economics; Elective for other disciplines)

This course, along with its sister course Macroeconomics I, will cover the standard economic analysis of the behaviour of economic aggregates like GDP, employment and the price level in a market economy characterized by the use of money and credit, bringing in also the open economy context.

iii. Mathematical methods for Economics (SUS1EC107; 4 Credits; Compulsory)

This course is offered to second year undergraduate students and assumes understanding of arithmetic and basic concepts of functions. This course includes modules on matrix algebra, functions, differential calculus, and its application in utility maximization and cost minimization.

iv. Microeconomics II (SUS1EC105; 4 Credits; Core)

The course builds on Principles of Economics and Microeconomics I, develops basic ideas of individual decision making introduced in those two courses and applies them to the study of market. The students will be introduced to the different market structure, strategic aspects of decision making, general equilibrium and welfare.

v. Money, Banking and finance (SUS1EC134; 4 Credits; Elective)

The course discusses modern monetary and financial systems in terms of the social role, institutional details, and analytical models of their dynamics. It discusses the nature of these systems in general as well as their specific manifestations in the Indian economy.

vi. Public Economics: Theory and Policy (SUS1EC133; 4 Credits; Elective)

The course seeks to discuss some of the most important aspects of Public Economics including the fiscal and the monetary policy. It also seeks to introduce students to various public policy institutions in India and the role played by them in the present context.

vii. Topics in Economic Theory (SUS1EC132; 4 Credits; Elective)

The course introduces students to choice theory, game theory and the theory of uncertainty. Topics covered include properties of binary relations and preferences of a rational individual, revealed preference theory and rationalization. Additionally, concept of static games and dynamic games with complete information along with their application in economics will also be covered.

viii. Statistical methods for Economics (SUS1EC104; 4 Credits; Core)

This is an introductory course in statistics that introduces students to exploratory statistics and statistical inference as well as the use of statistical computing systems. This course prepares students for a course in econometrics.

Discussion

1. The SCAP was informed that the two courses EC 111 Introduction to Econometrics and EC 114 Applied Econometrics are identical in content but have different titles due to unknown technical error.
The SCAP noted that the title 'Introduction to Econometrics' needs to be retained for future reference and documentation.
2. For the course 'Macroeconomics', the course document needs to mention the date of launch of course.
3. The SCAP noted that for the course 'Mathematical methods for economics' a variety of textbooks are included to cater to student needs and readiness for challenge/choice of instructors.
4. The SCAP noted that for the 6th semester elective course 'Money, banking and finance' a student must have cleared the courses 'Macroeconomics 1' and 'Macroeconomics 2'. The prerequisite for this course needs to be reviewed.
5. For the course 'Public economics: Theory and Policy' the prerequisite needs to be revised. At present it requires successful completion of both 'Macroeconomics 1 and 2'. The members felt that macroeconomics 2 may not be required as a precondition for this course. The SCAP also suggested that for a course in theory and policy, certain assessment situations such as take home assignment, term paper can be explored instead of conventional exams.
6. The SCAP noted that 'Topics in Economic Theory' is an advanced elective course which prepares students for Masters. The course document needs to include readings on micro-economics or mathematical methods instead of mentioning class notes for weeks 1 and 2.
7. The SCAP noted that under the revised SUS policy students are not allowed to opt for courses in Statistics across programmes as these courses are similar in nature and content.

After due deliberation, the SCAP recommended that the BA Economics courses 'Introduction to Econometrics', 'Applied Econometrics', 'Macroeconomics II', 'Mathematical methods for Economics', 'Microeconomics II', 'Money, banking and Finance', 'Public Economics: Theory and Policy', 'Topics in Economic Theory', 'Statistical methods for Economics' be placed in the next meeting of Academic Council for consideration.

B. Courses of BA Psychology

The Programme Coordinator of BA Psychology programme presented the following courses:

i. Dissertation (SUSIPS734; 4 Credits; Elective)

The main aim of the dissertation course is to train students in basic research skills and to expand the horizon of their knowledge through independent research. In keeping with the empirical tradition in Psychology, the dissertation will allow a few of the students to further these capacities by exploring a research question with a small sample, reading appropriate research around the question and formulating a set

of responses to the question on the basis of these. The end result will be a dissertation of about 12,000-15,000 words.

- ii. **Methods in psychology (SUS1PS706; 4 Credits; Core for Psychology Major; Elective for other with prerequisite Psychology Course)**

This is an innovative course that introduces students to the issues of research and the methods of data generation through some works in Psychology. Students will read works that have employed diverse methods including laboratory and field experiments, observation, case study, correlational studies and qualitative research. Issues of sample selection, the determination of variables and designs will be discussed through the chosen studies.

- iii. **Organisational behaviour (SUS1PS733; 4 Credits; Elective)**

This course would empower students with greater appreciation on how individual, group and structure shape the future organizations with various innovative and creative ideas. Literatures from various sources are drawn to meet the demands of the course as well as students interest in certain specific areas/topics. This course will be taught by a single faculty and at times experts in specialized fields related to the topics may be invited to make the students understand the deeper aspects of the subject.

- iv. **Psychological testing (SUS1PS713; 4 Credits; Compulsory Elective)**

The course will provide students with the skill to measure individual differences on a number of variables using standardized testing material. The ethical and social implications of psychological assessment in different contexts will also be discussed.

- v. **Psychology in India (SUS1PS712; 4 Credits; Compulsory for BA Psychology; Elective for other)**

The main aim of this course is to bring to the student the critical relationship with psychology as a discourse and the universalistic assumptions inherent in the same, an appreciation of the need for 'situated knowledge': psyches, life experiences are embedded in historical, cultural, socio-political contexts. It attempts to help students to imagine the praxis of a critical cultural Psychology in India through discussing themes of self, health, caste, and gender.

- vi. **Understanding Childhood (SUS1PS707; 4 Credits; Compulsory for BA Psychology; Elective for the other)**

This course discusses the historical views of childhood/s and children. It attempts to arrive at an understanding around interdisciplinary interpretations/ views on childhood. Students will be familiarized with the lives of children in various contexts within India and highlight the criticality of the (mis)perception that childhood is a homogenous entity. The course focuses on a dialogue and engagement with differently abled children. It also discusses the concept of family, early experiences and social development through theoretical models of Bronfenbrenner and Bowlby.

- vii. 'Human Cognition' (SUS1PS702; 4 credits; Core Compulsory; Elective for the other)

The course on Human Cognition introduces the students about the discipline of Cognitive Psychology and the different areas such as perception, memory, attention, intelligence, language, cognitive development, culture etc. in the various manifestations of the study of mind and behaviour. It introduces the basic framework on how Cognitive Psychology as a discipline scientifically studies and understands cognitive process through various quantitative and qualitative methods of inquiry.

- viii. 'The experiments in psychology' (SUS1PS708; 4 Credits; Core Compulsory)

Discussion deferred due to incomplete course document.

Discussion

1. The course documents of 'The experiments in psychology' and 'Methods in Psychology' were found incomplete. Discussion on these courses was deferred.
2. The SCAP noted that the dissertation component in the BA psychology programme is optional. The revised word limit is 12,000-15,000. The intake of students is around 6-9 which is based on teachers' areas of interest and availability.
The SCAP formed a committee consisting of Dean SUS, Dean SHS, Programme Committee of BA Psychology and Prof. Rachana Johri to review the dissertation course in the light of the principle of selection and inclusion of students, optionality of dissertation course and word limit.
3. For the course 'Organisational behaviour' the readings need to be listed as core and supplementary.
4. Readings need to be specified for the course 'Psychological testing'.
5. The assessment structure for the course 'Psychology in India' needs to be included in the course document.

After due deliberation, the SCAP recommended that the BA Psychology courses 'Organisational behaviour', 'Psychological testing', 'Psychology in India' and 'Understanding Childhood' and 'Human Cognition' be placed in the next meeting of Academic Council for considerations.

M. Pande

(Monishita Hajra Pande)
Convener

S. Misra
(Saili Misra)
Chairperson

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on November 27th, 2018

The 38th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 27th November 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Asmita Kabra	Member
Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convener
Dr. Rajan Krishnan	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sitansu Sekhar Jena	Member
Dr. Sunita Singh	Member
Prof. Tanuja Kothiyal	Member

Regrets: Prof. Geetha Venkataraman, Prof. Kartik Dave, Prof. Praveen Singh, Prof. Suchitra Balasubrahmanyam, and Prof. Sumangala Damodaran

Special Invitees: Prof. Dhiraj Kumar Nite and Dr. Niharika Banerjee

The following agenda items were discussed:

1. To consider the recommendations of the Board of Studies of School of Undergraduate Studies on the following:

A. 08 courses of BA Sociology

The Programme Coordinator of BA Sociology presented the following courses:

i. Caste in contemporary India (SUSISC807; 4 Credits; Compulsory)

This course introduces the students to the studies on Caste System in Indian Society, focusing particularly on its contemporary forms of manifestations. While there are literatures on the issues of caste spanning more than two centuries, this course will selectively venture into these literatures, in order to explain how caste has been instrumental in the political, as well as, socio-economic life of Indian

society and to provide the students with a historical perspective on understanding the persistence of the system of stratification in contemporary India.

ii. **Culture identity and society (SUS1SC815; 4 Credits; Core/ Compulsory)**

A key aim of the course is to familiarize students with the history of the emergence of Social Anthropology as a discipline, in conjunction with the spread of colonialism. Several of the readings provide an opportunity to discuss these linkages.

A secondary aim will be to reflect on the two disciplinary foci – “social structure” and “culture” that have historically contributed to the divergent regional foci of the discipline of Social Anthropology.

iii. **Economy and society (SUS1SC814; 4 Credits; Core)**

This is an advanced undergraduate course to introduce students of sociology and social anthropology to the ways in which economic aspects of society have been studied by our discipline. The course will equip students with theoretical approaches, methods, and debates that have illuminated the understanding of economic phenomena, including those concerning market behaviour and exchange in societies.

iv. **Health and society (SUS1SC0832; 4 Credits; Optional)**

This course provides a conceptual/situational/socio-cultural/ scientific/theoretical domain of human well-being and health through cross-cultural studies of different societies/communities bringing the notion of the importance of cultural competence and various factors of social change. It can also mould the students toward community studies and research for a better society.

v. **Nature and society (SUS1SC816; 4 Credits; Core/ Elective)**

This course is designed to introduce students to contemporary debates around 'nature' from a sociological perspective. It exposes students to basic concepts, theoretical approaches and evolving concerns around the inseparability of nature and society. Assumed dichotomies between nature and society are troubled through readings and discussions that critically engage perceptions of nature, and suggest an ever-unfolding 'ecology of life.'

vi. **Religion and society (SUS1SC813; 4 Credits; Core for BA Sociology(Hons); Elective for other programmes)**

Starting with an overview of the various approaches adopted by other social sciences and theology to the study of religion, the course intends to familiarize the student with the ideas of classical sociological thinkers and the contemporary role and significance of religion in society.

vii. **Research methods (SUS1SC808; 4 Credits; Core/Compulsory)**

Given that Sociology, as a discipline, is primarily focused on studying the society and explaining social reality, this course is intended to provide the students with

some sociological perspectives of knowing the social world. It provides a review of the main methods and techniques of social research and gives the introduction to 'how they are used' and 'in which contexts'. In short, this course is all about how social scientists find out about human social life.

viii. **Food and society (SUSISC831; 4 Credits; Elective)**

The primary objective of this course would be to understand how societal norms, customs and manners play an important role in construction of food and foodways. In this context it would be significant to examine what is good to eat? How do caste, religion and gender relations shape the production of what is good to eat and what is not good to eat? How does food become 'symbols' of national, and local identity?

Discussion:

The SCAP discussed the above courses and made the following suggestions:


1. The course '**Caste in contemporary India**' needs to spell out the organizing principle to explicitly show the connections between the chosen readings. The location of the course also needs to be clarified. The learning objectives could be slightly more specific. Suggestions for reading list were made. The central focus of module 2 and 4 was unclear. In the description of module 4, religion can also include religions other than Hinduism to reflect the variety in readings included. This course can also make space to discuss contemporary issues around caste and politics. Module 2 may explore intersection between caste and gender; the module on 'postcolonial hypothesis' also needs to be explained. This course may explore ways to understand caste as an overarching social organisation and how it functions in multiple ways through its exclusionary modus operandi. This course needs to be reworked and brought back to SCAP.
2. For the course '**Culture, identity and society**' page numbers need to be mentioned for readings. Formatting of table is needed. The readings seem to be very complex for UG students; distinction between core and supplementary readings needs to be made. The focus of the course needs to be explicitly spelt out in the document. 'Identity' as a concept needs to be theoretically foregrounded. Moreover, non-text materials can be used. After revisions this course needs to be brought back to SCAP for further deliberations.
3. In the course document of '**Economy and society**' assessment structure needs to be broken down from 50 % to 25 % each. Placement of the text 'Chandra's death' in module 2 may be reconsidered; reading list suggestions were made. Easy to access texts highlighting contemporary experiences need to be included. References need to be completed. 'General guidelines and expectations' need not be part of SCAP document.
4. In the course '**Health and society**' discussions around mental health can be included along with gendered nature of health and health care policies. Module 6 says 'Indian health care system' but readings don't reflect it; some South Asian voices can be

included such as Mohan Rao and Vijaya Ray among others. Module 12 and 6 can be merged. Some modules can come together to reduce the number of modules. The title of module 9 can be reconsidered. Reading list suggestions were made.

5. The course 'Nature and society' seems to be a course in political ecology pitched for students who have a background neither in ecology nor in political science. This course seems to be very difficult for UG level; the readings seem to be pitched for PG students. This course has a lot of overlaps with elective courses offered in School of Human Ecology. Suggestions for reading list were made to reduce the complexity of the readings and to bring in interdisciplinary elements. Flipping later modules with earlier ones may be helpful to take up discussions from the compulsory course on environment which students do in second year (EIC). The SCAP constituted a committee consisting of Prof. Dharendra Dhagwal, Prof. Ashmita Kabra and Dr. Preeti Sampat (C.C) to rework this course and to bring it back to SCAP for further deliberations.
6. For the course 'Religion and society', the number of assessment situations seems to be too many spilling over to 15 weeks. The module on 'Religion, modernity and secularism' is very heavy. Details of visual resources need to be checked; documentary selection needs to be clarified. Suggestions for reading list were made. Discussions around religion and nationalism suggest a dominant ideology; David Moss's work on Christianity may be included to broaden the scope of discussion. Thematic connections between religion, secularism, modernity and nationality need to be made explicit in the course document.
7. The course document of 'Food and society' includes Marvin Harris in two of its modules. Considering his work is dated, critical material around his ideas needs to be included to generate discussions relevant to the course. This course may include questions like who produces food for whom in what context to enrich classroom transactions.
8. Date of launch for all courses need to be checked.

After due deliberation, the SCAP recommended that the BA Sociology courses 'Caste in contemporary India', 'Culture identity and society' and 'Nature and society' be revised and brought back to SCAP for further discussion.

Further, the SCAP recommended that the BA Sociology courses 'Economy and society', 'Health and society', 'Religion and society', 'Research methods', and 'Food and society' be placed in the next meeting of Academic Council for consideration.


(Monishita Hajra Pande)
Convenor


(Salil Misra)
Chairperson

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on 4th December, 2018

The 39th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 4th December 2018 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Asmita Kabra	Member
Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convenor
Dr. Rajan Krishnan	Member
Prof. Radha Chakravarty	Member
Prof. Suchitra Balasubrahmanyam	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Tanuja Kothiyal	Member
Prof. Sumangala Damodaran	Member

Regrets: Prof. Geetha Venkataraman, Prof. Kartik Dave, Prof. Praveen Singh, Prof. Sitansu Sekhar Jena, and Dr. Sunita Singh

Special Invitees: Dr. Dhiraj Kumar Nite

The following agenda items were discussed:

1. To consider the recommendations of the Board of Studies of School of Undergraduate Studies for the following:

- A. To discuss the course outlines of 10 courses of BA History Hons. of School of Undergraduates Studies :

The Programme Coordinator of BA History presented the following courses:

1. Introduction to Indian Art and Architecture (SUSIHS438; 4 Credits; Elective)

The course engages with how histories grounded in visuality or in a visual culture, intersect with such diverse concerns as community and state formation, the exercise of sovereignty and power, religiosity, patronage, travel, colonialism, populism and nationalism. The course will not only examine how visual artifacts such as paintings, sculpture and architecture may have been produced for specific audiences at specific points in time in India, it will also examine how those very

artifacts, and their likenesses resonate in a larger social, geopolitical and temporal spectrum.

2. **Caste and Indian Modernity (SUS1HS437; 4 Credits; Serve as an Elective; Optional for all Undergraduate Students)**

This course seeks to analyse the different perspectives on modernity the way in which various social categories in India appropriated modernity and strove to benefit from it. For reasons of brevity, the course focuses on the social, cultural and political developments of the 19th century till independence.

3. **Early India: Economy, Polity and Society (SUS1HS403/H04; 4 Credits; Core Course for BA History Majors; Elective for any other Undergraduate Students)**

This course will familiarize students with economy, polity and society of the Indian subcontinent from the pre-historic times up to the 8th century and intends to analyse the significance of understanding the varied dimensions of India's historical past and its ramifications in the modern period. The purpose is to allow students to explore the diversity of the land and its people, as a geographical zone where races and tribes intermingled for centuries that shaped the contours of the country.

4. **India c. 1700-1857 (SUS1HS407/H08; 4 Credits; Core for BA(Honours) in History; Elective for all other)**

This course explores the complex dimensions of the transition in India from the late Mughal period to the ascendancy of British power till the revolt of 1857. It has two main components. While it traces the trajectory of the processes of British colonization of India, it also seeks to throw light on the varied experience of colonialism by the subject population.

5. **Introduction to Society and Culture in East Asia (SUS1HS432; 4 Credits; Elective)**

The objective of the course is to encourage students to develop multi/inter-disciplinary perspective to the study of East Asia. It is designed as a survey course to introduce students to the histories, societies and cultures of China, Japan, Korea and also Vietnam, covering a wide range of themes/topics and intends to provide a base for further studies on the region.

6. **Medieval India II: Economy and Society (SUS1HS406; 4 Credits; Core for History Majors; Elective for all other Undergraduates)**

This course offers a significant insight into the nature of agrarian and urban economy and, society in medieval India. It shall discuss the ways in which establishment of Delhi Sultanate led to the emergence of a new classes in rural and urban settings, resulting in the introduction and later evolution of new languages and newer forms of literature.

7. Modern and Post-Modern World, 1750-2010 (SUS1HS405; 4 Credits; Core)

It focuses on the emergence and progression of the modern and postmodern world. It lays bare the nature of and reasons responsible for the great divergence, as it were, between the north Atlantic and the Asians. It discusses the significance of advancement of modernity— the claim for progress in the shape of formation of a virtuous world on the basis of reason, rationalism, individualism, worldliness, naturalism, common good and economic prosperity. Equally, it considers the germination of postmodernity – the emphasis on perspectivism, personal autonomy, difference and refutation of the modernist claims for seamless progress.

8. Understanding the Past: Myths, Epics, Chronicles and Histories (SUS1HS431/H02; 4 Credits; Elective)

This course studies modern scientific history and its advocates and critics in relation to pre-modern (Western) and to 'non-Western' modes of relating past to present. It begins with consideration of myths and epics of various societies going back at least three thousand years before the present; it examines historical writing in relation to literature, poetics and religious knowledge; considers 'early modern' European debates about history as science or anti-science.

9. Wars and Revolutions in Twentieth Century (SUS1HS435/ H14; 4 Credits; Elective)

The course shall focus on the emergence of a new world order in the 20th century. Various events influenced this development. Two World Wars played crucial role in shaping the Contemporary world. The course shall closely examine origin, course and consequences of these two wars.

10. Contemporary India, 1947-1992 (SUS1HS436; 4 Credits; Elective)

The course aims to provide an overview of the major political and economic changes during the first four decades of independent India. It is essentially a story of the trajectory of India's social transformation after becoming an independent nation-state. The course examines the nature of India's social transformation and the enormous complexities involved in this process. The course deals with the period starting with 1947 and goes on till 1992.

Discussion

1. The assessment structure needs to be revised for the course 'Introduction to Indian art and architecture' as no assessment can be more than 40%. This course has undergone some changes over the years. The SCAP noted that art agency and aesthetics in part of the revised version of the course. It is not just an explanation of evolution of art and architecture but also the aesthetic development is one of the objectives. However, since the aesthetic dimension got added later it needn't be the focus of the course as it is too vast. Response to question 1 needs to be revised; cohort size needs to include 'as per SUS norms'; the course document needs to state that this is a BA level course. Description of modules need to be

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expanded; the readings do not reflect aesthetics and title of the modules need rewording. References need to be completed. The document may use the term 'Indic' to reflect cultural boundaries and continuity.

2. In the course 'Caste and Indian modernity', the module on modernity needs elaboration. The timeline for the course is not clearly spelt out; historicity of caste is not clear in the document. Reading suggestions were made. Module on caste and colonialism needs description. A few questions were raised such as how Ambedkar's work is viewed in opposition to modernity; the idea of modernity needs to be defined and problematised which in turn needs to be reflected in the selection of readings. The modules could be thematically organised. Module 3 needs explanation as to why certain readings have been placed there.

The SCAP constituted a committee consisting of BA History programme coordinator, course coordinator and Dr. Rajan Krishnan to rework the document and bring it back to SCAP for further deliberation.

3. In the course document of 'Early Indian economy, polity and society', 'major' needs to be replaced by honours. The course summary mentions that the course will discuss the complexities involved in the process of writing history. However, this claim is not sufficiently represented in the modules. Therefore, this claim can be removed from the course summary. The reading list was found to be very lengthy and complex for an undergraduate course. References need to be completed with specific chapters mentioned. Two primary textbooks were suggested (Romila Thapar and Upender Singh). Reconfiguration of distribution of readings between essential and supplementary needs to be made.
7. The course document of 'Introduction to society and culture of east Asia' needs to replace the term 'gender equation' to 'gender'. The last two modules seem to focus on contemporary times. The SCAP noted that politics and economy is thinly representative in the course. Therefore, the course objectives need to be reworded. The readings do not reflect Vietnam. The connections with Vietnam need to be explained. The document can mention philosophy instead of eastern philosophy. The document can state the temporal dimension clearly. The fundamental distinction between the societies need not be the focus of the course instead the similarities can be highlighted.
8. The course 'Medieval India II: Economy and Society' spreads across 14 weeks. This needs to be brought down to 12 weeks. Glaring silences on South India which need to be stated and justified. It was noted that notionally separating polity and economy is pedagogically difficult for the timeline in which the course operates. Assessment structure needs revision. Reading list suggestions were made. The focus of this course seems to be on northern India between 8th-18th century. The span seems to be very vast.
9. Modern and Post-Modern World, 1750-2010: The distinction between modern and post-modern as a temporal divide is problematic; postmodernism is generally understood more as an intellectual, philosophical movement and not as a separate stage in human history. Post modernisation of economy can be reworded as 'third phase of globalisation'. Suggestions for reading list were made. The course title can be revised to 'The modern world'. Reword 'historical document' to 'readings for assignment', selective and coherence in reading together.

10. For the course 'Understanding the past: myths, epics, chronicles and histories' reading list suggestions were made. It was noted that myth has not been included in the readings to highlight the mythical understanding of past. The paragraph on participation grade needs to be removed. The use of the term postmodernism may be reconsidered.
11. For the course 'Wars and revolutions in twentieth century' films and other visual material can be included. The term 'unipolar' may be replaced by 'multipolar'.
12. The course document of 'Contemporary India, 1947-1992' needs to mention the chapters in references; repetition of readings needs to be removed. Reading list suggestions was made; description of modules need to be more elaborate; learning outcomes can be reworded to make them more specific.
13. Specific chapters from books need to be mentioned and italics need to be removed for all History course documents.
14. Upcoming review and restructuring of BA History programme will have to take into consideration certain concerns such as overlaps between existing courses, complexity of modules etc.

The SCAP recommended that the course 'Caste and Indian modernity' be reworked and brought back for further deliberation.

After due deliberation, the SCAP recommended that the BA History courses 'Introduction to Indian Art and Architecture', 'Early India Economy, Polity and Society', 'India c. 1700-1857', 'Introduction to Society and Culture in East Asia', 'Medieval India II: Economy and Society', 'Modern and Post - Modern World, 1750-2010', 'Understanding the Past: Myths, Epics, Chronicles and Histories', 'Wars and Revolutions in Twentieth Century' and 'Contemporary India, 1947-1992' be placed in the next meeting of Academic Council for consideration.

M. Pande

(Monishita Hajra Pande)
Convenor

Salil Misra
(Salil Misra)
Chairperson

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on 11 December 2018

The 40th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 11 December 2018 in Kashmere Gate Campus, AUD

The following members were present:

Prof. Asmita Kabra	Member
Prof. Dharendra Datt Dangwal	In the Chair
Prof. Kartik Dave	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	Convenier
Prof. Sumangala Damodaran	Member
Dr. Sunita Singh	Member
Prof. Tanuja Kothiyal	Member

Regrets:

Dr. Arindam Banerjee, Prof. Krishna Menon, Dr. Monishita Hajra Pande, Prof. Praveen Singh, Dr. Rajan Krishnan, Prof. Suchitra Balasubrahmanyam, Prof. Sanjay Kumar Sharma, Prof. Sitansu Sekhar Jena

Special Invitees: Dr. Sanju Thomas, Dr. Bodh Prakash

The following agenda items were discussed:

1. The BA (English) Honours courses
2. New MA courses from the Comparative Literature and Translation Studies (CLTS)
3. Any other item

Item 1: BA (English) Honours courses

The programme coordinator BA (English) made a presentation of the following BA (English) courses that are to be transacted during the Winter semester to students of 2nd, 4th and 6th semesters:

1. Modern Short Fiction and Novellas (SUS1EN246; 4 credits; Elective)

This course looks at short fiction as a specific category in literature with its own peculiar characteristics. While the course delves into the various themes of the stories and novellas, it also studies the form as well as the various literary devices and styles

employed by the writers. While analysing the stories, each story will be contextualized in its time, history and locale and in some cases, in the biographical and psychic trajectory of the author.

The selection of stories offers a wide range of themes as well as forms. The themes of the course range across love, passion, desire, struggle, survival, poverty, exploitation, partition of the Indian sub-continent, racism, hatred, capitalism, consumerism and its impact on the psyche of little children, the struggle of women against patriarchy, inhumanity, callousness, alienation, nostalgia and the longing for one's homeland.

2. Shakespeare (SUS1EN236; 4 credits; Elective)

The course familiarizes students with the political and cultural context in which Shakespeare wrote. It explores the subtle ways in which his representative plays engage with not just the dominant beliefs but also the anxieties and fears of his age. The course also looks at the reception of Shakespearean drama through the subsequent ages including late twentieth and early twenty first centuries both through critical literature and to a limited extent through the adaptations.

William Shakespeare's plays are seemingly an inexhaustible resource for students of English. Shakespeare's plays have managed to retain a certain cultural piquancy and potency even when studies of English literature have gone through a thorough self-critique and a resultant evolution. In fact the work of the English bard has only become more and more contemporary as traditional reception of his works have given way to a variety of positions and perceptions of his texts and a fascinating array of adaptations into musicals, experimental performances and films into languages far removed from the original. Many Shakespearean plays are hence of incessant and ever unfolding relevance to every new generation of students and readers. Through a close study of three of his plays, this course looks into the contemporary debates that inform Shakespearean studies and understand why and how he still manages to remain the most performed playwright in the history of literature.

3. Post-Colonial Literatures (SUS1EN239; 4 credits; Elective)

The course introduces students to various literatures being written in postcolonial societies. These literatures reflect issues that are of immediate relevance to readers from postcolonial societies. By the end of the course the students will have gathered knowledge about such crucial issues like language, diaspora, culture, identity, history and nation that engage postcolonial studies today. The course explores the aforementioned concerns through theoretical, literary and cultural texts drawn from various postcolonial countries such as Africa, India and South America. The course will equip students with an understanding of European colonialism and its impact on the world especially in terms of literature. It would also enable them to engage with texts critically and theoretically.

4. Realism and the Novel (SUS1EN254; 4 credits; Elective)

The course proposes to undertake a detailed analysis of the novels. The purpose of the course is to help students develop a comprehensive understanding of the novel as a distinct form in literature which emerged at a defining time in history when the hierarchy of everything from social order to religion was challenged. In particular, the course familiarizes the students with idea of realism and its reflection in the novel. Fiction, by definition, is a removal from reality. The aim of many major writers of fiction, though, was to mimic the real. In their endeavours to replicate the real, writers rejected the heroic and the aristocratic to embrace the gritty social reality of their times. The focus was on the ordinary person and the ordinary situation. At its best, the realist novel was to be like life itself. However, Realism's claim that it can mime the complexity of life has been contested.

While Realism as a form emerged in Europe, and owes much to developments in painting, this course restricts itself to tracing the Realist novel in nineteenth century England and recording the changes in the form while attempting to capture the real through fiction. This course aims to conduct a detailed study of four realist novels to explore notions of time, chronology, consensus, points of view and the narrator, along with other important devices used by the realist writer, to learn the ways in which these contribute in simulating reality in fiction.

5. Introduction to Literary Theory (SUS1EN256; 4 credits; Elective)

The course introduces students to different trends in literary theory with a special focus on reading, understanding, and exploring the works of select theorists. It will acquaint students to some of the most influential thoughts and ideologies of the contemporary world and enable them to analyse, critique and situate literature within a larger context. The course will study the importance of literary theory and move on to its thematic study through modules designed around Marxism, gender, self/ other, linguistics, culture studies, etc. This course will supplement and complement other courses on theory being offered to the students.

This course introduces students to some of the key literary theories in order to help them engage more critically with literary texts. It is designed to facilitate a conceptual understanding of fundamental literary concepts which students can apply in their analysis of literature. Through this course they will also be exposed to the disciplines of gender, sociology, psychoanalyses and linguistics, which will help them understand the linkages that exist between literature and these disciplines. Shift(s) from the most representative texts to the more contemporary ones would also be discussed.

6. Literature and Cinema (SUS1EN246; 4 credits; Elective)

This course looks closely into the 'formal' and 'narratological' relation between cinema and literature, with the help of a few works of fiction (and other forms) made into films. It introduces various ways in which literature and the moving image converge and diverge; as well as correspond through the theory of 'narrative', which is also a source of long conflict through much of the history of cinema. There are various levels of complexity involved in this relationship but since this is a BA level course, the content is

designed keeping in mind largely the dynamics of *adaptation*. The texts/films have been chosen in such a way that each have not only withstood the discontents of adaptation but have been able to contribute to their own forms in either literature or cinema and have managed to expend them. The primary objective of the course is to understand the politics and process of narrative and its possible modes of transference when literary forms are adapted into cinematic forms. The course would like to ask how the process of signification in cinema vary and collide with literary sources, how each form makes their own claims to the narrative and what are the major debates in world cinema around the problems of adaptation.

7. Modern World Drama (SUS1EN272; 4 credits; Elective)

The course introduces students to modern drama written in various language traditions across the world through English translations. It familiarizes them with themes such as realism, naturalism, existentialism, social criticism and postcolonialism in drama. The course would benefit students by engaging them with a particular genre of literature in depth. By the end of the course the students should be able to analyse drama more critically and creatively. Also the choice of drama in different languages will expose students to different cultures.

8. Written for Children and Young Adults (SUS1EN257; 4 credits; Elective)

The course introduces the students to emergence of the child as a target reader of literature in England and proceeds with tracing the journey of children's literature to the contemporary significance of this form of literature. This course will cover many zeniths and nadirs of children's literature through three centuries while discussing issues such as the changing ideal of literature for children, the changes in the education of the child, appropriation of literary texts by child readers, the politics of abridgement, endeavours towards engendering the child through literature, elements of subversion in writing for children and the various uses of the realm of fantasy in children's literature. Various sub-genres within children's literature like allegories, didactic writing, school stories, adventure fiction, fantasy fiction, anthropomorphic stories, moral tales, picture books, verses, plays, popular fiction and the variety of fiction known as domestic dramas will be sampled. The objective of the course is to illustrate the complexity of the enterprise called writing for children and to then to re-read familiar texts to be able to critically examine the norms of childhood.

9. The Romantic Age (SUS1EN237; 4 credits; Elective)

The course focuses on some of the key ideas of the Romantic movement and their reflection in literature. The Romantic Age is often known as the 'Age of Revolutions' on account of the sweeping changes that were taking place during the late seventeenth and eighteenth century in the social, political, industrial and literary sphere. The course will help students understand this age of flux and upheaval through some of the seminal works of literature written during this time. The course is designed to introduce students to not just British Romanticism but also trace its influences in German and French

literary thought. The course introduces students to the figure of Rousseau and his ideas which greatly influenced Romantic thought. It will also discuss the *Sturm und Drang* (Storm and Stress) movement in German literature through the works of Goethe and other aspects of German romanticism through the writings of Schlegel. Having thus studied the foundations of Romanticism, the course would proceed to peruse the six most remarkable British Romantic poets- Blake, Wordsworth, Coleridge, Shelley, Byron and Keats. The course then ventures into the study of the relationship between Romanticism and its most remarkable sibling, the Gothic fiction. In all, the course seeks to introduce the students to all the hues and nuances of the Romantic Age in Europe.

The presentation was followed by discussion. The following suggestions, both generic and course-specific, were made:

- The programme should seriously consider introducing an element of the 'core' to the programme. That would impart coherence to the programme.
- The course "Shakespeare" should combine the multiple critiques with a basic familiarity with Shakespeare. An a priori knowledge with Shakespeare's literature should not be taken for granted.
- The course "Realism and the Novel" does not discuss realism per se but only the Western tradition of realism. This should be stated somewhere in the course description.
- The course "Introduction to Literary Theory" makes no mention of post-colonialism. The readings for the course are mostly from the West. There appears to be a mismatch between the content of the course and the readings. For instance, there is no reading for Indian literary theories, even though it is there in the course structure.
- The course "Modern World Drama" revolves mostly around Europe. Large parts of the world are not represented. This lopsidedness can be compensated by making the group presentation more inclusive.
- The course "Written for Children and Young Adults" appears to be mainly about children. Its title can therefore be rethought. The reference to young adults may be deleted and the course title may be made more representative of the course content. The list of 'additional texts' may be made more inclusive by adding English translations of Indian literatures.

The programme coordinator agreed to take these suggestions to the programme team and to specific course coordinators. The suggestions would be incorporated into the course documents before they are taken to the AC.

The SCAP recommended that the BA English courses be placed at the next meeting of the AC for consideration.

Item 2: MA courses from the Comparative Literature and Translation Studies (CLTS)

The programme coordinator, CLTS made a presentation of the following MA elective courses. These would become the core courses for the MA, CLTS when the programme gets launched. Till then, they constitute elective courses for all the masters programmes.

1. **Literary Comparison: Theory and Practice (SOL2CL113; 4 credits; Elective)**

The course attempts to give students the nuts and bolts of how to engage with literary comparisons. This will be done through the seminal theories that offer an explication of the necessity of a comparatist mode of literary engagement. The course will also encourage students to participate in the practice of working as comparatists in a multilingual frame. The course would also familiarize students with the trajectories of comparative literature by introducing them to the emergence of the field. The students will acquaint themselves with the roots of comparative practices through an exploration of language, history and traditions. The course will also focus on the problematic areas of comparison within the Indian context given both a shared lexical tradition among languages alongside a variation in dialects.

2. **Cartographies of Translation (SOL2CL112; 4 credits; Elective)**

The course foregrounds the ways in which translations can remap the spaces we inhabit, displacing established cartographies that chart the distances and hierarchies between distinct, compartmentalized spaces such as separate nation states, or set up false universals in the name of a globalized world. As a dynamic process that works across cultural, linguistic and territorial boundaries, translation has the potential to negotiate difference through encounters with otherness. Through a comparative study of creative and theoretical writings, the course navigates the literary-cartographic imagination at multiple levels - local, national, regional, global, international, transnational, cosmopolitan and civilizational. It proposes a geopolitics that is also a 'geo-poetics', indicating the possibility that translation can generate alternative literary cartographies, such as a reconfiguration of the field of 'World Literature' from a South Asian perspective. The course would familiarize students with key concepts and debates in Comparative Literature and Translation Studies. It would also encourage them to think across geographical, cultural and linguistic boundaries in ways that accommodate heterogeneities.

3. **Reading Myth and Fantasy: J.R.R. Tolkien and C.S.Lewis (SOL2CL105; 4 credits; Elective)**

The course looks at the fantasy works of C.S.Lewis and J.R.R.Tolkien. The course explores the philosophical underpinnings of the literary group called the Inklings, of which the two greats were core members. The course explores the linkages between the Inklings' understanding of the fantasy and myth genre per se and the historical circumstances that led to the redeployment of these genres in their works. The course seeks to advance the students' knowledge of the 'Inklings' through their respective writers. It would also provide a fuller appreciation of myth and fantasy as literary genres with serious implications.

MA English:

1. Photography: History, Theory, Practice (SOL2EN346; 4 credits; Elective)

This course had come up for discussion at the 35th meeting of SCAP held on 27-08-18. After some discussion, it was decided to refer to a sub-committee of SCAP which would look at the course structure in the light of suggestions made at SCAP. The Convenor MA English reported that the sub-committee had a meeting at which the course coordinator agreed to make the necessary changes. The sub-committee looked at the revised structure and recommended that it be placed before SCAP. The programme coordinator made a presentation of the course. The SCAP made minor suggestion pertaining to course document.

After due deliberations, the SCAP recommended that the MA courses from the SoL "Literary Comparison: Theory and Practice", "Cartographies of Translation", "Reading Myth and Fantasy", and "Photography: History, theory, Practice" be placed at the next meeting of the AC for consideration.

Item 3: Any Other Item:

Dean, SDS, wanted a clarification whether the faculty attending the workshop on Digital Learning Integrated Course Design (DGIGC) would be allowed to offer new courses from the next semester without these courses going through the Boards of Studies and SCAP. The SCAP felt that it may not be a good idea for new courses to bypass the due process of discussion and scrutiny. The Chair, SCAP agreed to write to Dean, Planning and seek a clarification on this.


(Salil Misra)
Chair, SCAP

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on December 18th, 2018

The 41st Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 18th December 2018 in Kashmere Gate Campus, AUD

The following members were present:

Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Prof. Praveen Singh	Member
Prof. Suchitra Balasubrahmanyan	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Dr. Sunita Singh	Member
Prof. Tanuja Kothiyal	Member

Regrets:

Dr. Arindam Banerjee, Prof. Asmita Kabra, Prof. Kartik Dave, Dr. Monshita Hajra Pande, Shri Deepan Sivaraman, Prof. Radha Chakravarty, Prof. Sumangala Damodaran and Prof. Sitansu Sekhar Jena

Special Invitees:

Dr. Rohit Negi, Dr. Sunalini Kumar, Dr. Anil Persaud, Dr. Krishna K. Dixit, Dr. Ekta Singh and Dr. Teena Anil

The following agenda items were discussed:

A. To discuss the following BA courses of School of Global Affairs:

The Programme Coordinators presented the following courses:

1. BA Sustainable Urbanism core course titled 'Urban Environments'

The course introduces concepts and issues related to the environment, especially as they intersect with processes of urbanisation. Being a first year course, the idea is to develop understanding of the concepts by relating them concretely to the students' everyday lives. Therefore, the course will include a number of field activities such as walks and site visits, as well as activities through which students explore their immediate environment.

2. BA Foundation course (under the foundation basket of South Asia in the World) titled 'State and Society In South Asia'

This is a survey course designed to introduce students to the theory and practice of the modern state by contextualizing the emergence and transformations of the states in South Asia. The course would explore the political processes in South Asia by discussing the everyday operations, contestations and contradictions within state practices. The course assumes both state and society as dynamic rather than static entities. The main emphasis throughout the course would be on understanding the specificity in the context of a dynamic local and global environment.

3. BA elective course titled 'The Great Transformations'

This course is a modest attempt towards introducing 'big history', the approach to history in which the human past is placed within the framework of cosmic history, from the beginning of the universe up until life on Earth today. It represents a new kind of history that interweaves historical knowledge and cutting-edge science.

4. BA elective course titled 'Language, Society and Culture'

Beginning with the notion of language and its key features and functions, the course discusses the concepts of speech communities, language variations and varieties of languages. It explores how language reflects and constructs aspects of socio-cultural reality like caste, gender and class, and some socio-linguistic processes and phenomena associated with this. The course also introduces the complex inter-relationship between language and culture, and some postulates about the relationship of language and thought. Finally the course discusses the interface between language and politics, both at the level of nation and community.

5. BA elective course titled 'Historio-Graphic Novels'

This first year optional course will explore global history through the use of graphic novels, lightly supplemented with other readings as required and acquired by students, relying heavily on internet sources such as Wikipedia

6. BA elective course titled 'Electoral Systems'

This elective course seeks to engage the undergraduate students in exploring a range of issues related to their newly acquired legal right to participate in the democratic process by casting their vote. While taking a historico-spatial approach, a key pedagogical feature of this course is that in each semester the class will focus on following a live regional or national election happening somewhere in the world.

7. BA elective course titled 'Social Construction and the Sociological Imagination'

The spirit of the course's content and transaction is to familiarize the students with the emergence and growth of sociology as a discipline, selected aspects of theoretical contributions of pioneers of the discipline with regards to social processes and the methods of their study.

8. French II

This course adopts a task-based and communication-based approach to teaching a foreign language wherein students will learn French through various activities and tasks to be performed in groups or individually around the four language skills. The focus of the classes will be to get students to accomplish various tasks for which grammar and vocabulary will be the tools provided through the book, other documents, songs or videos. The course material will include the use of authentic documents so that students do not feel that their knowledge is limited to the classroom. The documents will also provide information about French and Francophone culture in order to ensure holistic learning. —

9. Chinese 2 (Beginners Level)

In the second semester, after becoming familiar with the Chinese phonetic structure, tones, pronunciation, character writing and simple grammatical structure, the students will be taught new grammatical components and more complex grammatical structures. The corpus of vocabulary will also be increased simultaneously. As a section of this foundation course, listening, speaking, reading and writing skills will be built upon in a systematic manner.

Discussion

- i. For the course 'Urban Environments' SCAP members felt that the issue of waste should be addressed in the course, and the field-visits planned as part of the course should be more prominently displayed as well as written into the outline as a requirement.
- ii. For the course 'State and Society in South Asia' SCAP members recommended that there is a need to rethink the title of the course as it is not an IR kind of course. It was also pointed out that perhaps readings are not inclusive of all South Asian States. And that the course could be modified to deal with only the Indian State. The need for some discussion on how the category of South Asia itself is contested and historicizing Modern South Asia was emphasized. It was further suggested how more complex issues could be dealt with through documentaries. It was also suggested that there is a need to refer to the MA course on 'State in Indian History' for some additional readings and suggested readings. It was also suggested to include novels like Raag Darbari, writings of Mahasweta Devi to make students better understand the working of State institutions and struggles of marginalised. It was pointed out that there is a need to rework the format of Readings and to mention clearly the specific readings for individual South Asian States.
- iii. For the course 'The Great Transformations' there is a need to have a modern artifact for each module; It looks like a big/heavy course; some topics could be removed or merged together. It was suggested that gendered roles in historical understanding of change be included. Certain inclusions of texts were suggested. The SCAP noted that this course is not a critique of human centred historiography, but an attempt to expand the temporal (and spatial too) horizon of history writing. The question whether the history of humanity is a series of triumphs or disasters will be problematized.

- iv. For the course 'Language, Society and Culture' links with other courses offered in AUD be mentioned. Readings from Indian context especially the work of NCERT (on language policy), Ajit Mohanty (multilingualism), Lachman Khubchandai be included in course modules. The content under each module could be described in a short paragraph rather than listing as key points.
- v. For the course 'Historio-Graphic Novels' it was suggested that material that present a feminist critique of the *manga* comic be included and also the course document needs to outline the manner in which that material will be introduced. Certain suggestions of texts were made.
- vi. For the course 'Electoral Systems' it was suggested that materials on both the history of Indian elections in particular and on comparative electoral systems in general be included. Popular histories of Indian elections, such as songs, pamphlets and posters, films and documentaries can be explored for the transaction of the course.
- vii. For the course 'Social Construction and the Sociological Imagination' the SCAP members suggested that the number of units to be transacted during the semester has been reduced to four units. The length of the description for each unit needs to be reduced, and the content to be transacted within each unit has to be made more feasible to be transacted in a semester. It was suggested that the title of the course be revised to 'Sociological Imagination'

After due deliberation, the SCAP recommended that the following BA courses of School of Global Affairs - 'Urban Environments', 'State and Society in South Asia', 'The Great Transformations', 'Language, Society and Culture', 'Historio-Graphic Novels', 'Electoral Systems', 'Social Construction and the Sociological Imagination'(the title of the course be revised to 'Sociological Imagination'), French II, Chinese 2 (Beginners Level) be placed at the next meeting of Academic Council for consideration.


(Salil Misra)
Chair, SCAP

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on December 20th, 2018

The 42nd Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 20th December 2018 in Kashmere Gate Campus, AUD

The following members were present:

Prof. Asmita Kabra	Member
Prof. Dhirendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Prof. Praveen Singh	Member
Shri Deepan Sivaraman	Member
Prof. Suchitra Balasubrahmanyam	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Tanuja Kothiyal	Member

Regrets: Dr. Arindam Banerjee, Prof. Kartik Dave, Dr. Monishita Hajra Pande, Prof. Radha Chakravarty, Prof. Sitansu Sckhar Jena, Prof. Sumangala Damodaran and Dr. Sunita Singh

Special Invitees: Dr. Amol Padwad, Dr. Rohit Negi, Dr. Sunalini Kumar, Dr. Priyasha kaul, Dr. Santosh K. Singh, Dr. Samik Chowdhury, Dr. Partha Saha, Dr. Krishna Kalyan Dixit and Dr. Kaustav Banerjee

The following agenda items were discussed:

A. To discuss the following MA courses of School of Global Affairs:

The Programme Coordinators presented the following courses:

1. MA Urban Studies core course titled 'Research Methods- 2'

This course will build upon the topics covered in Research Methods 1 to provide students with an in-depth understanding of study design as well as the tools and techniques of qualitative research methods, data collection and data analysis. They will also be familiarized with working with data in worksheets and qualitative data software. Classroom teaching will be supported by group activities and empirical exercises.

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2. MA Urban Studies (Core for MA-US, elective for other MA programmes) titled 'Urban Environment and Ecology'

The goal of the course is to ground students in the basic concepts, debates, issues, and methodologies in urban environment and ecology. From considering urban areas as 'ecological deserts', there has been a distinctive urban turn in ecology—scholars now attend to the resilience of particular ecological agents, as they realise that these phenomena are likely to multiply in intensity as the planet urbanises further.

3. MA Urban Studies course (Core for MA-US, elective for other MA programmes) titled 'Urban Planning and Policy'

The course is aimed at providing a critical perspective on the origins and trajectory of modern urban planning and policy in the West, and the ways in which it found expression in colonial and independent India. How were these policies and plans made, by whom, with what intent, and with what implications? Through this interrogation, the essential political nature of policy and planning processes would be unpacked. This enquiry of how our cities have been imagined and shaped, from the historical to the contemporary, would be undertaken through an interdisciplinary scholarship, which would in effect offer a renewed lens to read urban space and urban life.

4. MA Urban Studies course (Core for MA-US, elective for other MA programmes) titled 'Urban Space and Experiences'

The aim of the course is to develop an experiential perspective on the urban, considering the senses, relationships and ideas that co-produce cities. The opening vantage point the course takes is the place/space dialectic—how subjectivities related to the urban (place) are always related to and often in tension with the objective elements (space as commodity qua property). This course aims to grapple with the dilemma associated with movement of ideas, capital, goods and people that creates new dynamics in the morphologies of cities giving rise to particular urban forms, which often remain antithetical to the utopian plan.

5. MA Global Studies core course titled 'Wealth, Inequality and Capitalist Accumulation'

The course focuses on the use of political economy to study the accumulation of wealth and the cumulative production of inequalities under capitalism. The course will explore how capitalism often employs pre-existing fissures to retain profit shares and power. Capitalism, in short, is not blind to the hitherto existing practices of discrimination be it race, patriarchy, caste or religion. The course would analyse the global processes which lead to such debilitating overlaps between class domination and social inequalities.

6. MA Global Studies course (Core for MA-GS, elective for other MA programmes) titled 'Contesting Globalisation'

This course will help students address both academic and popular discourses around globalisation (for example, the influential idea of 'good governance'), by placing before them critical texts from various disciplines – political science, international relations, sociology, cinema studies, political economy and history. It will also introduce students to the rich archive of protesting imaginations and publics in the history of globalisation, however understood. A special feature of the course is the self-conscious choice of scholarship from women and the third world or the global south on globalisation, avoiding the usual practice of speaking of gender and the non-west merely in terms of 'critique'.

Discussion

- i. For the course 'Research Methods 2' SCAP members felt that the methodological discussions on gender research, and references on gender and research ethics may be included. It was also suggested that the assessment details should be made more explicit.
- ii. For the course 'Urban Environment and Ecology' SCAP members recommended that the concept of urban commons should be discussed, and feminist contributions to the environmental justice movements should be addressed.
- iii. For the course 'Urban Planning and Policy', it was suggested that it would be helpful to highlight the linkages with other courses at AUD such as the first semester course on 'Understanding the Urban', as well as the School of Human Ecology course 'Urban Development and Environment', both of which have a unit on planning and policy. It was also recommended to add material related to gendering the smart city into the final component of the course, in addition to adding other non-academic/visual resources to the overall scheme of the course.
- iv. For the course 'Urban Space and Experiences', the SCAP members suggested to include the article by Shivani Kapoor 'your mother, you bury her' to the module on the Sensorial City. It was also recommended to clarify the assessment component 1, and to define the objectives such as the 'place/space' dialectic by, for instance, developing an understanding of the urban based on lived and felt experiences etc. It was further suggested that the reading material recommended in the opening unit of the course could be made less theoretical and heavy.
- v. For the course 'Wealth, Inequality and Capitalist Accumulation', SCAP members recommended that the number of weeks for each unit needs to be specified. The description of the first unit on 'Wealth' should make explicit that the unit will cover earlier forms of inequality and then proceed to contemporary times. It was suggested to include a reading on labour from a gendered perspective in unit 2 and a reading on colonialism and criminality by Meena Radhakrishnan in unit 3. Unit 6 should include a reading on accumulation by dispossession in South Africa. It was also recommended to make the formatting of the recommended readings uniform throughout the entire course document.

- vi. For the course 'Contesting Globalisation', it was suggested that the course may include some readings on the cultural dimensions of globalization. It was also pointed out that phenomena like aesthetics, taste and choice in cultural goods were also influenced by the complex flows of globalisation. This may be factored in while discussing globalization. Some suggestions were made for inclusion in the reading list. Some members expressed the need to include more readings on radical ecological democracy and on human rights, respectively. Members also suggested bringing in the recent Paris "Yellow Vests" protests of late 2018 into the purview of the course.

After due deliberation, the SCAP recommended that the MA courses 'Research Methods- 2', 'Urban Environment and Ecology', 'Urban Planning and Policy', 'Urban Space and Experiences', 'Wealth, Inequality and Capitalist Accumulation' and 'Contesting Globalisation' of School of Global Affairs be placed in the next meeting of Academic Council for consideration

B. To discuss the following BA courses of School of Global Affairs:

The Programme Coordinators presented the following courses:

1. BA elective course titled 'Reading Cities through Neighbourhoods'

To encapsulate these varied experiences of the city and its people, this course moves beyond the tangible alone, and includes the relational aspects, that is, the intangible aspects of urbanisation. The local, or the neighbourhood, a smaller unit of geographical and physical place making in the city, becomes the window through which students can observe the diversity of interactions, the relations between them when people come together and discover what emerges as part of the city making process.

2. BA elective course titled 'Essentials of Economics'

The course is aimed at providing a basic understanding of how constituent units of an economy work and interact, and its implications for the larger macro economy and society. The key elements that would be covered include choice, consumption, production, exchange, value, cost, price, accumulation and distribution. A substantial part of this course shall deal with essential microeconomics, with a relatively smaller weight accorded to macroeconomics, and economics of the public sector.

3. BA elective course titled 'Introduction to Feminist Theory and Practice'

This course is intended as an introduction to feminist theory and practice, in India and globally. The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. It outlines the basic theoretical and conceptual tools students will need in order to view social structures and relations as producers and repositories of gender inequality. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyse theoretical debates within feminism. Part II of the course will pay attention to the ongoing struggles of feminism to define both the field of study, and to intervene in actual political processes. It covers the history of feminism across the world and the

surprising globality of these struggles, from imperial and anti-colonial to post-colonial and globalising contexts.

Discussion

- i. For the course 'Reading Cities through Neighbourhoods', the SCAP members recommended that the assessment details need to be clarified. It was suggested to consider the recent work by Kings College and Jagori in Madanpur Khadar where they worked with something called 'whatsapp diaries'. The book 'City in Action' may be used/referred to for theory/conceptual material on neighbourhoods.
- ii. For the course 'Essentials of Economics', the SCAP members recommended that it would be helpful to make explicit the trajectory of a course on the foundations of economics within the larger context of the School of Global Affairs. It was suggested to include a module on International Trade since the elective is being offered by the SGA. The SCAP members expressed concern that surprise tests to ensure class attendance may severely affect student's grades. Continuous in-class assessments should be announced in advance. Further, it was recommended to reduce the weightage of in-class quizzes from the stated 40%. It was also discussed that the course content currently seems heavy, and was suggested that instead of a comprehensive economics course, three/four major themes can be considered; something like, how an economist thinks in order to enable students to get a grounding in the relevant areas.
- iii. For the course 'Introduction to Feminist Theory and Practice', it was suggested that a discussion of too many concepts may prove daunting for first year undergraduates; and belie the idea of the course as 'introductory'. It was also suggested to include more classic readings, including a reading by Mary McIntosh on the family, and to look at the existing introduction to gender course (IG - FC041) taught at KG campus.

After due deliberation, the SCAP recommended that the BA courses 'Reading Cities through Neighbourhoods', 'Essentials of Economics' and 'Introduction to Feminist Theory and Practice' of the School of Global Affairs be placed in the next meeting of Academic Council for consideration.


(Salil Misra)
Chair, SCAP

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on 11 January 2019

The 43rd Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 11 January 2019 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Asmita Kabra	Member
Prof. Dharendra Datt Dangwal	Member
Prof. Krishna Menon	Member
Dr. Monishita Hajra Pande	Convenor
Prof. Praveen Singh	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Suchita Balasubrahmanyam	Member
Prof. Tanuja Kothiyal	Member

Regrets:

Prof. Kartik Dave, Shri Deepan Sivaraman, Prof. Sitansu Sekhar Jena, Prof. Sumangala Damodaran and Dr. Sunita Singh

Special Invitees:

Dr. Rohit Negi, Dr. Amit Misra, Dr. Krishna K. Dixit, Dr. Kaustav Banerjee, Dr. Ishita Mehrotra, Dr. Priyanka Jha, Mr. Surajit Sarkar, Dr. Suresh Babu, Dr. Shad Naved, Prof. Anita Ghai

The following agenda items were discussed:

1. To discuss the remaining course outlines of the MA programme in Global Studies (School of Global Affairs)

a. Research Methods II

The course will offer a comprehensive understanding of the complex issues involved in studying the 'global'. The diverse research methods which would be utilized to undertake empirical research for global studies will be discussed in this course. The course will also deal at length with the requisite quantitative research techniques available for measuring global phenomena.

b. **Global South Asians: Communities, Cultures, Representations**

This course will make an attempt to read the historical narratives of human mobility as an integral constituent of ideological affirmations of the times and ways in which human mobility facilitates the dispersal and universalization of the ideas and also in turn gets altered by these ideas.

c. **Approaches to Discourse Analysis**

The aim of this course is to lead students towards exploring discourse in general and disciplinary discourses in particular. The focus will be on developing language to formulate arguments drawing on experience and literature, galvanise support, resolve contradictions, negotiate disagreements through the use of certain rhetorical choices, language, syntax, and lexicon; and attempt the production of texts within the disciplinary domains.

Discussion

1. **Research Methods II:** The reading list seems to be too long. The course document can explain how RM I is connected to 2.
2. **Global South Asians: Communities, Cultures, Representations:**
Suggestions for films were made. The course document can clarify how is the term *global* situated. There is a need to make the distinction between global and transnational in the document. Experiences of maple workers, Canadian and American Indian diaspora can be discussed while transacting the course.
3. **Approaches to Discourse Analysis:** This course has connections with other courses offered in AUD and those connections need to be mentioned. The course heavily draws from western theories and the implicit bias needs to be stated in the course document. Since global studies and literary discursivity are connected, this course needs to clarify that it approaches the issues from a particular vantage point to exclude Asian questions of cultural theory and Indian work on cultural studies.

After due deliberation, the SCAP recommended that the following courses of the MA programme in Global Studies: "Research Methods II", "Global South Asians: Communities, Cultures, Representations" and "Approaches to Discourse Analysis" be placed at the next meeting of Academic Council for consideration.

2. To consider the recommendations of the Board of Studies of School of Undergraduate Studies on the following courses of BA SSH programme:

Dean SUS briefly introduced the BA programme in SSH and how these courses are located in the overall BA programme.

a. **Understanding disability through media**

In this course, students will study the representation of disabled lives in popular media particularly cinema to relate to the experiential worlds of people with a range of disabilities, critically evaluate the stereotypes in these representations in

cinema, and think about issues and themes critical to disability studies through films. The engagement with the media and the personal responses evoked to these representations and the reading of a few key texts will provide students with the insights required to rethink disability.

b. Contemporary literatures from northeast India: Poetry and Fiction

This course will introduce students to contemporary literatures from Northeast of India. Its chief aim is to engage with the poetics and modes of literary articulation of these poets/authors. Also, within a comparative frame, different modes of literary reading will be introduced to enrich the students' "encounter" of the texts and their worlds.

c. Reading fantasy: J.R.R Tolkien and C.S. Lewis

This course looks primarily at select works of fantasy by C.S. Lewis and J.R.R. Tolkien. This will entail firstly a tracing of the development of the genre since the nineteenth century. Broadly, the course is interested in exploring the philosophical underpinnings of the literary group called the Inklings, of which these two greats were core members.

d. Democracy and development in India

The course aims to understand the Indian road to development and its complex relationship with democracy. On the one hand, it is a historical journey into the evolution of 'Indian Development Model', on the other hand, it is an exploratory venture into the economics and politics of development in India today. It briefly discusses the transformations occurring in the development process under the influence of globalization which are creating new power dynamics as well as of the response to these transformations in the form of protest movements.

e. Introduction to politics

This course introduces students to the various important themes and concept of politics, with a view to familiarizing with the various contestations marking the field of politics. The point is not to merely engage the students at the abstract level of concepts and theories. Rather it is to draw them to an understanding how the concepts and values of political theory have significant bearing on the everyday life and our existence as political beings in a world deeply marked by exclusionary practices and unequal power relation.

f. Politics in South Asia

This course is an attempt to understand the South Asian region thematically. It involves studying the political structures and processes of governance, in addition to the socio-economic dynamics operating in the region. The course can be seen as a unique combination of themes and concepts drawn from other conventional courses like Indian government and politics and Comparative politics. The course aims to provide a holistic understanding of various issues and challenges faced by the countries in this region, for instance- political instability, terrorism, migration, ethnic conflicts, and economic disparity, etc.

g. Digital storytelling

The course will explore the use of observational/ ethnographic camera images, and associated editing techniques to facilitate another way of knowing. The open-ended approach to documentation, where filming forms part of the research process rather than taking place at the end of a research period, makes it different from standard documentary practice. Students presentation of their work-in-progress, will allow them to reflect critically upon the images they have created and edited and to appreciate how the learning process has been enhanced.

h. Introduction to human ecology

This course introduces the students to interdisciplinary perspectives on Human Ecology, a heterodox field that studies the multivalent relations between humans and the natural environment. This course is aimed to introduce the content matter as intricately linked and not located in disciplinary silos. The clusters have been developed with the vision of engaging with three important/central ideas in Human Ecology: 'society, economy and development', 'depletion, loss and conflict', and 'environmental justice and movements'.

i. Introduction to global studies

This course introduces students to the varied aspects of and thinking around the contested process of globalisation. It considers globalisation through a historical and critical framework and offers an interdisciplinary perspective on the phenomenon. Each week students will examine a specific global issue from the vantage point of a particular world region (e.g. climate change and Sub-Saharan Africa; migration and Western Europe; economic crisis and South America). The underlying idea is to focus on the connections between places and peoples, as well as the tensions and disjuncture at these intersections.

Discussion

1. Understanding disability through media: Since oral presentations constitute 40% of the evaluation plan, it is important to have an external evaluator. It was suggested that in the course document for module 2 the word 'cinema' can be removed and for module 5 the word 'issues'. It was noted that Hindi movies are the focus in this course. This could be stated in the document. The span of course transaction needs to fit into 14 weeks. The title of the course says media, however, it mostly uses cinema. This may also be reflected in the title of the course.
2. Contemporary literatures from northeast India: Poetry and Fiction:
The SCAP noted that BOS suggestions have been incorporated. Since writing novels in northeast is primarily a genre dominated by women writers, this course needs to discuss the reasons for this. Description of modules or the course summary needs to include the context which makes the literature of this region different. Moreover, the document needs to discuss northeast as a political term.
3. Reading fantasy: J.R.R Tolkien and C.S. Lewis: The course document needs to include readings which can introduce students to this genre called 'fantasy'.

It also needs to clarify the choice of these two authors and the rationale behind including them.

4. Politics in South Asia: BOS suggestions have been included; formatting issues were pointed out and reading list suggestions were made.
5. Digital storytelling: It was suggested that different ways in which students with disabilities can be part of this course need to be stated in the course document.
6. Introduction to global studies: The course document states that ISS is a prerequisite. However, ISS is no longer a compulsory course. Therefore, this needs to be revised. Formatting issues were pointed out.

After due deliberation, the SCAP recommended that the following BA courses should be placed in the next meeting of Academic Council for consideration: 'Understanding disability through media', 'Contemporary literatures from northeast India: Poetry and Fiction', 'Reading fantasy: J.R.R Tolkien and C.S. Lewis', 'Democracy and development in India', 'Introduction to politics', 'Politics in South Asia', 'Digital storytelling', 'Introduction to Human Ecology', and 'Introduction to Global Studies'.


(Monishita Hajra Pande)
Convener


(Salil Misra)
Chair, SCR

Ambedkar University Delhi (AUD)
Standing Committee on Academic Programmes (SCAP)
Minutes of the Meeting held on 12 February 2019

The 44th Meeting of the Standing Committee on Academic Programmes (SCAP) was held on 12th February 2019 in Kashmere Gate Campus, AUD

The following members were present:

Dr. Arindam Banerjee	Member
Prof. Dhirendra Datt Dangwal	Member
Prof. Honey Oberoi Vahali	Member
Prof. Kartik Dave	Member
Prof. Praveen Singh	Member
Shri Dcepan Sivaraman	Member
Prof. Radha Chakravarty	Member
Prof. Salil Misra	In the Chair
Prof. Tanuja Kothiyal	Member

Regrets: Prof. Asmita Kabra, Dr. Anuj Bhuvania, Dr. Monishita Hajra Pande, Prof. Suchitra Balasubrahmanyam, Prof. Sanjay Kumar Sharma, Prof. Sitansu Sekhar Jena, Prof. Sumangala Damodaran and Dr. Sumita Singh.

Special Invitees: Mr. Abhishek Kukreja, Ms. Anshumita Pandey, Dr. Preeti Sampat and Dr. Urfat Anjem Mir

The following agenda items were discussed:

A. To discuss the following BA courses of School of Undergraduate Studies

The Programme Coordinators presented the following courses:

1. Dissertation (SUS1PS734) – Discipline elective (B.A Psychology)

The Dissertation as part of the BA (Hons) in Psychology had been discussed in an earlier SCAP where the members had felt that the word limit of the Dissertation was too high. The SCAP had set up a Committee of three members to examine this question. The Committee presented its report to SCAP. It was argued that writing in very few words will enhance the difficulty level of the task rather than simplifying it. Moreover, Dissertation differs from long essays or projects where the purpose and nature of the enquiries are different. In view of the above the word limit for dissertations is expected to be from 12,000 to 15,000 words.

2. **Methods in Psychology (SUS1PS706) (B.A Psychology)**

This is an innovative course that introduces students to the issues of research and the methods of data generation through some works in Psychology. Students will read works that have employed diverse methods including laboratory and field experiments, observation, case study, co-relational studies and qualitative research. Issues of sample selection, the determination of variables and designs will be discussed through the chosen studies. The course will help to understand the multiple ways of doing psychology, to see the relationship between the questions asked and the methods followed and the impossibility of determining any one method to grasp the entire complexity of humans.

3. **Caste in Contemporary India (SUS1SC807; 4 Credits; Compulsory B.A Sociology)**

Caste in Contemporary India will introduce the students to the studies on Caste System in Indian Society, focusing particularly on its contemporary forms of manifestations. While there are literatures on the issues of caste spanning more than two centuries, this course will selectively venture into these literatures, in order to explain how caste has been instrumental in the political, as well as, socio-economic life of Indian society and to provide the students with a historical perspective on understanding the persistence of the system of stratification in contemporary India.

4. **Culture, Identity and Society (SUS1SC815; 4 Credits; Core/ Compulsory B.A Sociology)**

The main objective of this course is to enable students to understand and unpack what constitutes culture, through their own reflection on the self as individuals and part of a community, as well as through films and literature from anthropology and sociology. While students will gain an understanding of how cultures get shaped, this course will also de-stabilise the notion of culture as a fixed category, as students learn about "cultural identities," youth sub-cultures, and hybrid cultures in context of diaspora formation.

5. **Nature and Society (SUS1SC816; 4 Credits; Core/ Elective B.A Sociology)**

This course is designed to introduce students to debates around 'nature' from a sociological perspective. Assumed dichotomies between nature and society, or human and non-human nature are critiqued with readings and discussions that highlight the social construction of these binaries. As human and non-human nature is increasingly subjected to market imperatives in the pursuit of capitalist

profits, it is exploited, depleted and dispossessed to the point of crisis in what is now debated as the Anthropocene

6. Critical Perspectives on Creative Explorations (SUS1EL904; 4 Credits; (B.A –SSH Elective)

The course offers windows of perspectives into the issues of representation, narration, abstraction, affect, experimentation, interpretation and subjectivity. In other words, a short map or an exposure will be provided about the academic engagement with arts in its conceptual, creative and critical dimensions.

7. Film, History, Society (SUS1EL912; 4 Credits; Elective)

Cinema in its myriad forms as filmic text, institution, practice, industry and popular culture has permeated the un/conscious of society since its inception. Taking cinema's deep relationship with the popular-social as its starting point, this course hopes to be able to use cinema strategically as a medium to open up questions that often form the basis of much social, cultural, and political thought and analysis.

Discussion

1. **Research Methods in Psychology:** The outline of the course has been expanded and descriptions of modules, bibliography and assessments added. The course pursues methods of knowledge creation in Psychology by incorporating both quantitative as well as qualitative paradigms.
2. **Dissertation:** The SCAP had sought explanation for the word limit as well as selection criteria for the students, as it had felt that the word limit was on a higher side given that it is an undergraduate dissertation placed in a semester when student is attempting three other courses as well. The Dean SUS had been advised to hold consultations with Prof. Rachana Johri, and Prog. Coordinator Psychology on this matter. In the meeting the two members from Psychology provided a rationale for the length of the Dissertation, as being one where only students who are deeply interested in pursuing this elective course opted to take it. The design of the dissertation, which included framing research questions, literature survey, methodology, and conclusions justified the word limit, which at present stands at 12-15000 words. The SCAP advised that reducing the minimum word limit to 8000 words should be considered, so that the student who feels incapable of writing a very lengthy dissertation could also attempt to take up the course. The BA Programme Coordinator reported that an internal committee has been formed which will take up the issue.
3. **Nature and Society:** The course coordinator reported that she had met Profs Dhirendra Dangwal and Asmita Kabra as advised by the SCAP and had incorporated the changes. The course summary has been simplified and simpler readings added as per the advice of the reviewers suggested by the SCAP.
4. **Culture and Identity:** Requisite changes have been made and all references have been completed.

5. Caste in Contemporary India: The course coordinator has incorporated some changes but has also expressed reservations about others. In his view, this is a sociology course, and thus the expectation of dealing with historicity of caste is unjustified. Besides, at least two other courses in Sociology dealt with the historicisation, and this particular course focused on the experiential aspect of caste. His reservations which he had conveyed in the form of an email to Dean SUS, were conveyed to the Chair SCAP.
6. The course 'Caste and Indian Modernity' could not be brought back to the SCAP, as the History Faculty needs to deliberate on the contents of the course and the reservations of the SCAP.
7. Cultural Practices and Creative Expressions: The course is very broad and packs in too much in a semester. It should either offer themes or assessments selectively to allow students to focus on selective aspects. The course is similar in structure to the first semester SCCE course Introduction to Creative and Cultural Expressions. It is not clear how the sixth semester course is different or advanced. Too many instructors participating in the course could lead to confusion and incomprehensibility for the student, so a system with one person anchoring the course with guest lectures could be practiced.
8. Film History and Society: The course has a 14 week plan which looks too ambitious as it is presented. It includes screenings as well as readings which cannot be finished in the 14 week structure. Readings are too many and very difficult. As an elective course opted by varying level of SUS students, it might be difficult for students to navigate the course readings on their own. Every week students appear to be engaging with a different theme with a different set of readings and screenings. References need to be completed and specifics mentioned. It is not clear whether it is a screening course or an analysis course. If it is a screening course, then reviews need to be included which help students engage with the screenings. The course has a large subjective assessment which should be evaluated by multiple evaluators in keeping with the School norms.

After due deliberation, the SCAP recommended that the following BA courses of School of Undergraduate Studies (SUS) 'Dissertation', 'Methods in Psychology', 'Caste in contemporary India', 'Culture identity and society', 'Nature and society', 'Critical Perspectives on Creative Explorations' and 'Film, History, Society' be placed in the next meeting of Academic Council for consideration.


(Salil Misra)
Chair, SCAP

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	Comparative Literature and Translation Studies
Course title	Comparative Ghalib
Course code	SOL2CL110
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Shad Naved (coordinator) and Mrityunjay Tripathi

Does the course connect to, build on or overlap with any other courses offered in AUD?

This course contributes to the basket of Comparative Literature and Translation Studies electives. It specifically connects with the CLTS MA course on "Lyrical Pasts: Poetry in the Indo-Islamic Millennium".

Specific requirements on the part of students who can be admitted to this course:

None

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

50

2. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long; workshop mode

3. Proposed date of launch.

Monsoon semester 2018

4. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course furthers the pedagogy of immersion in our immediate cultural environment and proximate linguistic contexts.

Course Details:

a Summary:

The time for a comparative study of Ghalib is now. With this premise, the course deploys the comparative method in literature towards a close study of the oeuvre of Mirza Asadullah Khan Ghalib/Asad, the Urdu and Persian poet who wrote at the cusp of modernity, language identity and cultural politics, all of which are frames through which we understand our literature today. A comparative Ghalib is not meant as a call for comparing Ghalib with literary figures of similar cultural magnitude and plenitude, but rather to identify the strains of comparative thought within the oeuvre that bears his name. This body of work comprises of crossings between poetry and prose; thought and art; Persian and Urdu (and his further elaboration in Hindi and English); spirit and world; original and translation; reading and critical thinking. Through selections from the Ghalib oeuvre (poems, prose and letters) the course will encourage students to participate in the comparative work of studying literatures and thought from our part of the world.

All poems and prose fragments will be made available in Hindi and Roman transliteration and a prose rendering in English.

b. Objectives

- To learn how to read literatures in languages other than English by developing habits of intimacy with the texts.
- To read commentaries on old literature and develop commentarial skills of our own.
- To translate poetic meaning using languages with which we perceive the world today.
- To respond confidently to poetic pasts which inform cultural practice in our present.

c. Overall structure:

Module 1: Ghalib, Our Contemporary

Module 2: Commentary as Reading

Module 3: Ghalib's Self-Portraits

Module 4: Ghalib, Again: Translation Exercises

- d Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Ghalib, Our Contemporary

In discussions on culture and literature, Ghalib is spoken of as almost proximate, if not contemporary, to us. What does this (canonical) claim involve? This module introduces the comparative dimensions of this course by discussing Ghalib through the media of visual and musical culture, and contemporary translations in English. These 'popular' iterations of Ghalib will be compared with both contemporary returns to the text of Ghalib and the nineteenth-century moment of canonization through which Ghalib emerged as the representative of a certain kind of modernity.

Main texts:

1. Ghalib by Begum Akhtar (through audio clips and videos on youtube)
2. Ghalib by K.L. Saigal (through audio clips and videos on youtube)
3. *Mirza Ghalib* (dir. Sohrab Modi; Bharat Bhushan and Suraiya; 1954) OR selections from *Ghalib* (script by Gulzar; 1988)
4. Debate between Muhammad Husain Azad and Maulana Hali: Azad, *Ab-e-Hayat: Shaping the Canon of Urdu Poetry* (trans. Pritchett and Faruqi), OUP, 2001. [Chapters on Ghalib]
Hali, *Yadgar-e-Ghalib* (trans. Qadiri), Idara-e-adabiyat-e-Delhi, 1990. [Selected chapters on comparing Ghalib with older masters]
5. The textual ecology of Ghalib on websites such as Rekhta.org and the "Desertful of Roses" website on Ghalib from Prof. Frances Pritchett.

Module 2: Commentary as Reading

An important roadblock in reading Ghalib (and other old poets) in the classroom is the desire to jump straight into the text to experience it immediately. Ironically, the tool for overcoming this itself requires learning. This module will focus on Urdu and Hindi commentaries on Ghalib, to arrive at a critical position from which Ghalib is seen as one's own and yet somewhat different. Isn't that *all our positions* today vis a vis Ghalib, whether for Urdu-Hindi or English readers?

Main texts:

Poems [indicative only]:

1. bazm-ē-hastī vo tamāshā hai kī jis ko ham 'asad'
2. ubhrā hu'ā naqāb meñ hai un ke ek tār

3. yar ab vo nasam jhe hain nasamjhenge meri baat

4. donon jahan de ke vo samjhe ye khush raha

5. naved-e amn hai bedād-e dost jāñ ke liye

Commentaries:

1. Pandey Bechan Sharma Ugra, *Ghalib* [selections]

2. Ali Sardar Jafri, *Divan-e-Ghalib* [introduction].

3. Ramnath Suman, *Ghalib* [selections]

4. Abdur Rahman Bijnori, *Mahasin-e-kalam-e-Ghalib* [selections in translation]

Module 3: Ghalib's Self-Portraits

This module will focus on pronouncements of the poet himself as to how we should read him. For this, we turn to Ghalib's letters (Persian and Urdu), some of his prose works and his Persian poetry. The module emphasizes the comparativity inherent in Ghalib's self-presentation, the latter being an important part of the Indo-Islamic poet's creative endeavours.

Main texts:

1. Ralph Russell and Khurshidul Islam, *Ghalib: Life and Letters*, OUP, 1997. [selections]

2. Ghalib, *Dastanbuy* (trans. Khwaja Ahmad Faruqi), Asia Publishing House, 1970. [select passages]

3. Ralph Russell and Iftikhar Adani, *Selections from the Persian Ghazals of Ghalib*, Pakistan Writers' Cooperative Society, 1997. The following poems are meant to be indicative:

a. Azbaske khatir-e-hawas-e-gulaziz bud

b. Chand rangin nukta-e-dilkash takalluf bar taraf

c. dabiram, sha'iram, rindam, nadimam, sheva-ha daram

Module 4: Ghalib, Again: Translation Exercises

This module presents the example of two exemplary English ventures into Ghalib studies in the last century. Both will lead to the discussion of translation in our reception of Ghalib today. The module will end with a translation workshop using any of the several Urdu poems discussed in previous modules. Apart from translating a set of poems, or complete ghazals, the student will be expected to produce a piece of

commentarial writing on the translations. Translations could be submitted in either English or Hindi.

Main texts:

1. Sara Suleri Goodyear and Azra Raza, *Ghalib: Epistemologies of Elegance*. Penguin Books, 2009. [Selected ghazals]
2. Aijaz Ahmad, *Ghazals of Ghalib*. OUP, 1995 [Selected ghazals]

Additional course readings:

Ghalib's Urdu ghazals are available (in original, Roman and Devanagari transliterations and prose translations in English) on Columbia University website run by Frances Pritchett: <http://www.columbia.edu/itc/mealac/pritchett/00ghalib/>

- Mirza Farhatullah Baig, *The Last Mushairah of Delhi*, Orient Blackswan, 2010.
- Pritchett, Frances W. *Nets of Awareness: Urdu Poetry and Its Critics*. Berkeley: University of California Press, 1994.
- Ghalib, Mirza A. K., 'Alī S. Ja'frī, and Haidar, Qurratul'ain. *Ghalib, His Life and Poetry*. New Delhi: Sterling Paperbacks, 2002.
- C.M. Naim, 'Ghalib's Delhi: A Shamelessly Revisionist Look at Two Popular Metaphors', *Annual of Urdu Studies*.
- Introduction: Ali, Ahmed, ed. *The Golden Tradition: An Anthology of Urdu Poetry*. New York: Columbia University Press, 1973.
- Syed Akbar Hyder, "Ghalib and His Interlocutors", *Comparative Studies of South Asia, Africa and the Middle East*, vol. 26, no. 3 (2006): 462–75.

Pedagogy:

- e. Instructional design
Lecture and workshop modes
- f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
Classroom with projector and audio equipment
- g. Expertise in AUD faculty or outside
AUD faculty
- h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

5. Assessment structure (modes and frequency of assessments)

Translation workshop exercise: 20%

End-term assignment (1500-word assignment on comparative themes in Ghalib): 40%

Commentary exercise 1 (responding to another's commentary on Ghalib): 20%

Commentary exercise 2 (formulating one's own commentary): 20%

Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council

Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on..... and has been approved in the present form.

Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	Comparative Literature and Translation Studies
Course title	Mahasweta Devi: Comparative Readings
Course code	SOL2CL104
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Radha Chakravarty

- Does the course connect to, build on or overlap with any other courses offered in AUD?
The course builds on other introductory courses in Comparative Literature and Translation Studies currently offered at AUD.
- Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)
None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): 42
- Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Semester-long course
- Proposed date of launch: January 2017
- How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course shares the AUD vision of engaged scholarship in interdisciplinary modes. It integrates comparative literature with translation studies.

- Course Details:

a. **Summary:** Through an examination of Mahasweta Devi's works in diverse genres such as fiction, non-fiction and drama, this course proposes to open up certain core debates related to Comparative Literature and Translation Studies. The focus would be on re-reading these texts through unconventional frames, in order to resituate Mahasweta in relation to diverse literary traditions in India and internationally. In the process, the ideas of canonicity and literary tradition would be interrogated and re-defined.

b. **Objectives:** The student who takes this course would acquire not only in-depth knowledge of an important and versatile Indian writer, but also a fine-tuned understanding of the key concerns of comparatist literary analysis. There would be a special emphasis on languages and translation, and their role in the circulation and reception of literary texts.

c. **Overall structure:**

Module 1: Mahasweta Devi: Changing perspectives

Module 2: Fiction

Module 3: Non-fiction and Drama

Module 4: Translating Mahasweta

d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings) :

Module 1: Mahasweta Devi: Changing perspectives

This module will contextualize Mahasweta Devi's writings, and track their changing critical reception across time and place. Students will gain a historical overview of the evolution of her reputation, from her relationship to the Bengali literary establishment, to her claims to pan-Indian readership via translations, and eventually, her emergence as an international figure, through the interventions of Gayatri Chakravorty Spivak. Her writings will be placed in relationship to other tribal literatures, in a comparative frame.

Readings:

Sujit Mukherjee, "Mahasweta Devi's Writings: An Evaluation". *Mahasweta Devi: An Anthology of Recent Criticism*, ed. Nivedita Sen and Nikhil Yadav. Pencraft, 2008. 229-235.

Samik Bandyopadhyay, "Introduction". *Bashai Tudu* by Mahasweta Devi, translated by Samik Bandyopadhyay and Gayatri Chakravorty Spivak. Thema, 1990. vii-xiv.

Mahasweta Devi, " 'Telling History': Gayatri Spivak interviews Mahasweta Devi". *Chotti Munda and His Arrow* by Mahasweta Devi, translated by Gayatri Chakravorty Spivak. Seagull, 2002. ix-xxviii.

Judith Butler, *Undoing Gender*. Routledge, 2004. 240-253.

Martha Nussbaum, "Love, Care and Women's Dignity: The Family as a Privileged Community". *Diversity and Community An Interdisciplinary Reader*, ed. Philip Alperson. Blackwell, 2002. 209-228.

Module 2: Fiction:

This module will focus on Mahasweta's contribution in the field of fiction, through a close reading of one novel and some selected short stories. Forms of radicalism in these texts will be analyzed, along with the politics of language in her narrative style. Questions of canonicity, social and intellectual hierarchy and the link between literature, ethics and activism will be central to the reading process.

Readings:

The Mother of 1084. Translated by Samik Bandyopadhyay. Seagull, 1997.

"Draupadi", translated by Gayatri Chakravorty Spivak. *Bashai Tudu*. 149-162.

"Giribala". *In the Name of the Mother: Four Stories*, translated by Radha Chakravarty. Seagull, 2004. 56-78.

"Salt". *The Stream Within: Short Stories by Contemporary Bengali Women*, translated and edited by Swati Ganguly and Sarmistha Dutta Gupta. Stree, 1999. 22-37.

"The Hunt". *Imaginary Maps: Three Stories*, translated by Gayatri Chakravorty Spivak. Routledge, 1995. 1-17

Module 3: Non-fiction and Drama

This module will expand the students' understanding of Mahasweta's versatility, by focusing on her work in a range of genres such as biography, history, political prose, journalism and drama. Students will have the opportunity to trace the development of certain core concerns in her work, and to reflect upon the connections between politics and literary genres.

Readings:

The Queen of Jhansi. Translated by Mandira and Sagaree Sengupta. Seagull, 2000.

"Bayen". *Five Plays*, translated by Samik Ranyopadhyay. Seagull, 1997. 75-91.

Dust on the Road: The Activist Writings of Mahasweta Devi. Seagull, 1997.

Module 4: Translating Mahasweta:

This module will focus on translations and adaptations in comparative frameworks. Parallel translations of selected works will be studied, to raise questions about the relationship between source texts and the multiple contexts of their reception and circulation. Mahasweta's multilingual approach to writing will be foregrounded. Students will be encouraged to read translations of her works in diverse languages. Some translation exercises will be part of the plan for this module.

Readings:

"The Wet Nurse", translated by Ella Dutta. *The Inner Line: The Zubaan Anthology of Stories by Indian Women*, ed. Urvashi Butalia. Zubaan, 2006. 25-62.

"Breast Giver". *Breast Stories*, translated by Gayatri Chakravorty Spivak. Seagull, 1997. 39-75.

"Shishu/Children", translated by Pinaki Bhattacharya. *Women Writing in India: 600 BC to the Present, Vol. II*, ed. Susie Tharu and K Lalitha. OUP, 1993. 234-251.

"Little Ones" *Bitter Soil*, translated by Ipshita Chanda. Seagull, 1998. 1-20.

Anjum Katyal, "The Metamorphosis of *Rudali*". *Mahasweta Devi: An Anthology of Recent Criticism*. ed. Nivedita Sen and Nikhil Yadav. 41-70.

Film/s: *Sunghursh*
Hajar Chaurasi ki Maa
Rudali

Indicative Reading List

Supplementary Readings:

- Gayatri Chakravorty Spivak, "A Literary Representation of the Subaltern: Mahasweta Devi's 'Stanadayini'". *In Other Worlds: Essays in Cultural Politics*. Methuen, 1987. 241-268.
- Alakananda Bagchi. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*". *Tulsa Studies in Women's Literature* 15:1 (1996).
- Brinda Bose, ed. *Translating Desire*. Katha, 2002.
- Minoli Salgado, "Tribal Stories, Scribal Worlds: Mahasweta Devi and the Unreliable Translator". *Journal of Commonwealth Literature* 35:1 (2000), 131-145.
- Nivedita Sen and Nikhil Yadav, eds. *Mahasweta Devi: An Anthology of Recent Criticism*. Pencraft, 2008.
- Radha Chakravarty. *Feminism and Contemporary Women Writers: Rethinking Subjectivity*. Routledge, 2008.
- Tapan Basu, ed. *Translating Caste*. Katha, 2002.
- Tabish Khair, "The Knowledge of Loss, the Loss of Knowledge: Jhumpa Lahiri, Shashi Deshpande, Mahasweta Devi". *Angles of English-Speaking World*, ed. Nanette Hale and Tabish Khair. Museum Tusulanum Press, University of Copenhagen, 2001. 139-144.
- Susie Tharu and K. Lalitha, eds. *Women Writing in India: 600 BC to the Present, Vol. II*. OUP, 1993.
- Martha Nussbaum, *Political Emotions: Why Love Matters for Justice*. Harvard UP, 2013.

8. Pedagogy:

- a. Instructional design: Lectures and discussions in an interactive format.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
Classroom with audio visual equipment
- c. Expertise in AUD faculty or outside
AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
NA

9. Assessment structure (modes and frequency of assessments)
Class participation (presentation/assignment/quiz) 20%
Mid-semester examination 40%
Term paper or translation project 40%.



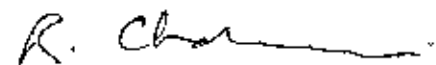
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course .

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	Comparative Literature and Translation Studies
Course title	Indigenous Writing from Northeast India: Fiction
Course code	SOL2GL111
Credits	4*
Course type (core/compulsory/ optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Shelmi Sankhil

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is an addition to the basket of Comparative Literature courses offered to students of MA Programmes in the university. The course upgrades on the undergraduate course called “Contemporary Literatures from Northeast of India: Poetry and Fiction.” The course is also a revised version, limiting to fiction only, of the M.Phil course called “Literatures of the Tribes of Northeast India: Fiction and Poetry.” However, barring Malsawmi Jacob’s novel, *Zorami: A Redemption Song* (MA and M.Phil), the readings in these courses do not overlap.

2. Specific requirements on the part of students who can be admitted to this course:

None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

50

- 4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long.

- 5. Proposed date of launch:

Monsoon semester 2018

- 6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course is designedly interventionist. It largely addresses the inaccurate notion of homogeneity of the region reflected widely in the practice of tokenism in “Indian Literature” component of syllabi making in universities across the country. It also diversifies courses offered in literature and cultural programmes in AUD.

Course Details:

- a. Summary:

This course explores fictional works in English by the indigenous people in India’s northeast. The term “indigenous” is here used to mean those groups of people for whom literacy and writing culture came with and after their encounter with the colonial. The course aims to extend academic focus to this major constituency in the region, especially their shifting historical locations and relations with one another and the other communities in the region as amply embedded and represented in fictional works.

- b. Objectives

- To appreciate the role of literary self-representations in engaging with the histories and cultures of people groups that largely occupy the margins of history.
- To explore the historical phenomenon of imaginative writing in English
- To encourage the reading and study of minor literatures.

- c. Overall structure:

Module 1: Introductory: Mapping the Terrain

Module 2: Short Stories

Module 3: Novels

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Introductory: Mapping the Terrain

This module will acquaint the student on two necessary issues: the literacy histories of the individual communities represented by the texts in this course, and otherwise, and the inherent contradictions of the term “indigenous” in its origin and usage in the Indian context. This survey-like exercise is expected to function as the necessary frame for the course.

Readings

Beteille, Andre. “The Idea of Indigenous People.” *Current Anthropology*, Vol 9, No.2 (April 1998) pp. 187-192

Ghosh, Anindita. “An Uncertain Coming of the Book: Early Print Cultures in Colonial India.” *Book History* Vol. 6 (2003), pp. 23-55.

Mwina, Kilemi. “Education for Subordination: African Education in Colonial Kenya.” (1991) *History of Education*. *Taylor & Francis Online* pp. 261-273, DOI: [10.1080/0046760910200306](https://doi.org/10.1080/0046760910200306)

Remi P. Clément and Philip J. Foster. “French and British Colonial Education in Africa.” *Comparative Education Review*. Vol. 8, No.2 (Oct. 1964), pp.191-198.

Selections from Harish Trivedi et al. eds. *The Nation Across the World: Postcolonial Literary Representations*. Oxford University Press, 2007.

Viswanathan, Gauri. *Masks of Conquest: Literary Study and British Rule in India*. Oxford University Press, 1998.

Verma, Rajesh. *History of Northeast India*. Mittal Publication, 2013.

Xaxa, Virginus. “Tribes as Indigenous People of India.” *Economic and Political Weekly*, Vol 34, No. 51 (Dec. 18-24, 1999) p. 3589-3595

Module 2: Short Stories

This module contains a diverse collection of short stories from writers belonging to Manipur, Nagaland, and Meghalaya. The pedagogical focus of this module is to

enhance the student's close reading skills as they engage with richly embedded texts that resonate with a wide spectrum of social, political, cultural, and aspirational concerns. The module also aims to encourage the students to conceptualise their textual and aesthetic experience comparatively.

Texts

Jamee Pariat. "19/87" and "Laitlum" from *Boats on Land*. Random House India, 2012.

Shelmi Sankhil "Survivor". Unpublished. 2016.

Temsula Ao. "The Boy Who Sold an Airfield", and "Three Women" from *Laburnum for My Head*. Penguin, 2009.

Module 3: Novels

This module will continue the same objective of module two. The scope the novel form affords allows for a more exhaustive and diverse representation of experiences that are restricted in the short story format. Students will be encouraged to critically respond to the important themes and moments in the texts in the module.

Texts

Easterine Kire. *A Terrible Matriarchy*. Zubaan, 2007.

Malsawmi Jacob. *Zorami: A Redemption Song*. Primalogue Publishing Media, 2015.

Mamang Dai. *The Legends of Pensam*. Penguin Books, 2006.

Supplementary reading for modules 2 and 3

Baruah, Sanjib. *Durable Disorder: Understanding the Politics of Northeast India*. Oxford University Press, 2005.

_____. *Beyond Counter-insurgency: Breaking the Impasse in Northeast India*. Oxford University Press, 2009.

Pou, Veio. *Literary Cultures of India's Northeast. Naga Writings in English*. Heritage Publishing House, 2015

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Pou, Veio. *Literary Cultures of India's Northeast. Naga Writings in English*
Heritage Publishing House, 2015

Spivak, G. C (1993). "Can the Subaltern Speak?" in Williams, P. & Chrisman, L.
(eds.) *Colonial Discourse and Post-Colonial Theory. A Reader* Hemel
Hempstead, Harvester Wheatsheaf, 1993. pp 66-111.

Syiem, Esther. "How Conflicts are Reflected in Literature: Transcribing Troubled
Realities in the Written and the Oral" in *Search for Peace with Justice: Issues
Around Conflicts in Northeast India*, Walter Fernandes, ed., Guwahati: North
Eastern Social Research Centre, 2008. pp. 28-35.

Zama, Margaret. *Emerging Literatures from Northeast India: The Dynamics of
Culture, Society and Identity*. Sage Publication, 2013.

Pedagogy:

- e. Instructional design
Lecture
- f. Special needs (facilities, requirements in terms of software, studio, lab, clinic,
library, classroom/others instructional space; any other – please specify)
Classroom with projector and audio equipment
- g. Expertise in AUD faculty or outside
AUD faculty
- h. Linkages with external agencies (e.g., with field-based organizations, hospital;
any others)
None

7. Assessment structure (modes and frequency of assessments)

10% for class participation;

40% for reading journal

(Monthly review to monitor the progress of their weekly reflections)

10% for review/short paper;

40% for term paper.

Shelmi Sankhil

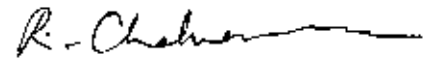
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	Comparative Literature and Translation Studies
Course title	Literary Comparison: Theories and Practices
Course code	SOL2CL113
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for CLTS/Optional for all other Disciplines
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Sandeep R. Singh (Team: Awadhesh K. Tripathi and Shad Naved)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, the course contains the core areas of interest for literature students interested in Comparative Literature for whom a basket of courses in subject are already being offered.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

50

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. Proposed date of launch:

Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

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The course presents a theoretical view of literature in terms of social consciousness and philosophical reflection. As a core course in CLTS it will allow for literary comparison between traditions, times, languages, socio-cultural milieus and examine how these undermine the finitude of geographical boundaries. The course in studying these aspects of literary representations will also delve into the ethics and viability of a comparatist approach wherein there is a danger of blurring of specific contexts.

7. Course Details:

a. Summary: It is a foundational course for students of CLTS envisaged with an idea to give students the nuts and bolts of how to engage in a comparatist framework. This will be done through the seminal theories that offer an explication of the necessity of a comparatist mode of literary engagement. The course will also encourage students to participate in the practice of working as comparatists in a multilingual frame.

b. Objectives:

- To familiarise students with the trajectories of comparative literature by introducing them to the emergence of the field.
- The students will acquaint themselves with the roots of comparative practices through an exploration of language, history and traditions.
- The course will focus on the problematic areas of comparison within the Indian context given both a shared lexical tradition among languages alongside a variation in dialects.

Overall structure:

Module 1. Working as Comparatists

In this module students will be encouraged to pick up two texts in order to engage in the practice of comparison. The suggested areas of comparison could be Bhakti readings, lyric, early Indian novel, English in India and minority voices.

Module 2. Trends In Comparison

The module aims at introducing the students of the basis of a comparatist approach to literature and what such analysis offers to the reading of texts.

Module 3. Genealogies of Comparative Literature

The modules will look at tracing the field of Comparative Literature through the varied ways in which literary enquiry has been imbued with comparatist methods.

Module 4. Issues In Literary Comparison In India

This modules in specific will look at readings that draw our attention to the issues of comparison in an Indian context given diversities of language, dialect, script and identity positions.

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- c. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1. Working as Comparatists

The readings in this module are will be closely discussed to understand the capillary network of language, conceptual categories and philosophy. Students will be encouraged to delve on how thought emerges within and from language to gain an understanding of comparative practices. The student is therefore expected to bring poems, prose and other literary texts to class in order to engage in the practice of comparison along side the ones listed below.

Areas of investigation

- a. Language

Readings:

Shukla, Ramchandra. Extracts from *Hindi Sahitya ka Itihaas*. New Delhi: Prabhat Publications. 2016. Print.

Benjamin, Walter. "The Task of the Translator" *Illuminations*. Trans. Harry Zohn. Ed. Hannah Arendt. New York: Harcourt Brace Jovanovich, 1968. 69-82. Print.

- b. Lyric

Readings:

Pritchett, Frances W. Selections from "Part II: Flowers on the Branch of Invention" *Nets of Awareness: Urdu Poetry and Its Critics*. University of California Press, 1994. 61-123

- c. Bhakti

Readings:

Wakankar, Milind. "Miracle and Violence: the allegorical turn in Kabir, Dnyaneswara and Tukaram" *Subalternity and Religion: The Prehistory of Dalit Empowerment in South Asia*. Routledge. 2010. 147-170. Print.

- d. Early novels

Readings:

Mukherjee, Meenakshi. Selections from *The Perishable Empire: Essays on Indian Writing in English*. Oxford University Press, 2001. Print.

Kumar, Udaya. Selections from *Writing the First Person: Literature, History and Autobiography in Modern Kerala*. Tankobon. 2016. Print.

e. English in India

Readings:

Rushdie, Salman. "Introduction" *Vintage Book of Indian Writing 1947 – 1997*. Salman Rushdie and Elizabeth West, eds. Vintage, 1997.

f. Minority expressions

Readings:

Limbale, Sharan Kumar. 'Dalit Literature: Form and Purpose,' *Towards an Aesthetic of Dalit Literature: History, Controversies & Considerations*. Orient Longman, 2004. 23-39. Print.

Barker, Clare. "Cracking India and Partition: Dismembering the National Body" *Postcolonial Fiction and Disability: Exceptional Children, Metaphor and Materiality*. Palgrave Macmillan, 2011. 95-126. Print.

Module 2. Trends in Comparison

Readings (indicative list):

Auberach, Erich. "Odysseus' Scar" *Mimesis*. Princeton University Press, 2003. 3-23. Print.

Feris, David. "Why Compare?" Behdad and Thomas, eds. *A Companion to Comparative Literature*. Wiley-Blackwell, 2011. 28-45. Print.

Apter, Emily. "A New Comparative Literature". *The Translation Zone: A New Comparative Literature*. Princeton University Press, 2006. 243-151. Print.

Spivak, Gayatri. "Rethinking Comparativism". *New Literary History*. 40.3, 2009. 609-626. Print.

Module 3. Genealogies of Comparative Literature

Readings (indicative list):

Das, Sisir Kumar. Prologue. *History of Indian Literature. Vol 1, 1800-1910: Western Impact: Indian Response* Sahitya Akademi, 1991. 1-17. Print.

Tagore, Rabindranath. "Visva sahitya" [selections]. Trans. Makarand Paranjape and Rijula Das. Ed. D. Banerji. *Rabindranath Tagore in the 21st Century. Theoretical Renewals*, Sophia Studies in Cross-cultural Philosophy of Traditions and Cultures 7. Springer, 2015. 277-88. Print.

Apter, Emily. "Global *Translatio*: The "Invention" of Comparative Literature, Istanbul, 1933." Prendergast, ed. *Debating World Literature*. Verso, 2004. 76-109. Print.

Dev, Amiya. "Comparative Literature in India." *CLCWeb: Comparative Literature and Culture* 2.4, 2000. 2-8. Web.

Module 4. Issues in Literary Comparison in India

Readings (indicative list):

Ahmad, Aijaz. "Indian Literature': Notes towards the Definition of a Category". *In Theory: Classes, Nations, Literatures*. Verso, 1992. 243-286. Print.

Raveendran, P.P. Selections from *Texts, Histories, Geographies: Reading Indian Literature*. Permanent Black, 2009. Print.

Trivedi, Harish. "The Progress in Hindi, Part 2". Pollock, ed. *Literary Cultures in History: Reconstructions from South Asia*. University of California Press, 2003. 864-911.

Pritchett, Frances W. "A Long History of Urdu Literature, Part 2: Histories, Performances, and Masters". Pollock, ed. *Literary Cultures in History: Reconstructions from South Asia*. University of California Press, 2003. 958-1022.

g. Pedagogy:

- a. Instructional design
 - Lectures and interactive sessions.
 - Office hours for individual guidance for student term papers
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
 - Classroom with projector.
- c. Expertise in AUD faculty or outside
 - AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
 - None.

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h. Assessment structure (modes and frequency of assessments)

Continuous evaluation based on:

Class participation (this may include quiz/test/presentation) 20%

Mid-term assignment: 40%

Term paper (including submission of abstract and approval of first draft) 40% [This may be a research paper or a project plus a short introduction to it.]

Sandeep R. Singh

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

R. Chelvan
Dean, SOL

Signature of the Dean of the School

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Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	Comparative Literature and Translation Studies
Course title	Cartographies of Translation
Course code	SOL2CL112
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Radha Chakravarty

Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is part of the basket of electives from the Comparative Literature and Translation Studies faculty to introduce the discipline to students of literature and other disciplines at AUD.

Specific requirements on the part of students who can be admitted to this course:

None

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
50
2. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Semester-long course
3. Proposed date of launch:
Winter semester 2019

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4. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course connects Translation Studies to issues of social inclusiveness and the importance of communicating across linguistic, geographic and cultural borders. It offers an interdisciplinary perspective on literature, language and the humanities.

Course Details:

a. Summary:

The course foregrounds the ways in which translations can remap the spaces we inhabit, displacing established cartographies that chart the distances and hierarchies between distinct, compartmentalized spaces such as separate nation states, or set up false universals in the name of a globalized world. As a dynamic process that works across cultural, linguistic and territorial boundaries, translation has the potential to negotiate difference through encounters with otherness. Through a comparative study of creative and theoretical writings, the course navigates the literary-cartographic imagination at multiple levels – local, national, regional, global, international, transnational, cosmopolitan and civilizational. It proposes a geopolitics that is also a 'geo-poetics', indicating the possibility that translation can generate alternative literary cartographies, such as a reconfiguration of the field of 'World Literature' from a South Asian perspective.

b. Objectives

- To familiarize students with key concepts and debates in Comparative Literature and Translation Studies.
- To promote an interdisciplinary approach to literature and language studies.
- To encourage students to think across geographical, cultural and linguistic boundaries in ways that accommodate heterogeneities.

c. Overall structure:

- Module 1: Textual topographies
- Module 2: Transcultural latitudes
- Module 3: Transnational imaginations
- Module 4: Orientations

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Textual topographies

This module introduces ways of conceptualizing translation in terms of 'imagined geographies' in a comparatist frame.

Readings (indicative only):

1. Erich Auerbach. 'Philology and *Weltliteratur*' (1969). Trans. M. Said and Edward W. Said. *The Princeton Sourcebook in Comparative Literature from the European Enlightenment to the Global Present*. Ed. David Damrosch, Natalie Melas, and Mbongiseni Buthelezi. Princeton UP, 2009. 125-38.
2. Andre Lefevere. 'Comparative Literature and Translation'. *Comparative Literature*, 47:1, On Translation (Winter 1995). 1-10.
3. Margaret Atwood. 'The Signer'. *Morning in the Burned House*. McLeland and Stewart, 1995. 114-115.
4. Barbara Cassin, ed. *Dictionary of Untranslatables: A Philosophical Lexicon* (2004). Translated by Steven Rendall, Christian Hubert, Jeffrey Mehlman, Nathanael Stein, and Michael Syrotinsk. Princeton University Press, 2014. xvii-xx.
5. Paolo Horta, *Marvellous Thieves*. Harvard University Press, 2017. 1-16.

Module 2: Transcultural latitudes

In this module, students will be expected to engage with transcultural contexts in literary history and hermeneutics.

Readings (indicative only):

1. Piotr Blumczynski and Hephzibah Israel. 'Translation and Religious Encounters'. *The Routledge Handbook of Translation and Culture*. Ed. Sue-Ann Harding and Ovidi Carbondell Cortes. Routledge, 2018.
2. Sibaji Bandyopadhyay. *Three Essays on the Mahabharata: Exercises in Literary Hermeneutics*. Orient Blackswan, 2015. 37-50.
3. Tejaswini Niranjana. 'Translation, Colonialism and the Rise of English'. *Rethinking English: Essays in Literature, Language, History*, ed. Svati Joshi. OUP, 1994. 124-145

4. Leila Aboulata, *The Translator* (Novel). Polygon, 1999.

Module 3: Transnational Imaginations

This module will focus on the transnational in translation, through critical readings of selected texts.

Readings (indicative only):

1. Rabindranath Tagore. *The Essential Tagore*. Ed. Fakrul Alam and Radha Chakravarty. Harvard University Press, 2011. (Selections: poetry).
2. Jorge Luis Borges, 'Tlon, Uqbar, Orbis Tertius' and 'Pierre Menard, Author of the Quixote'. *Labyrinths: Selected Stories and Other Writings*. New Directions, 1964. 5-30, 45-53.
3. Harish Trivedi, *Colonial Transactions*. 1993. 29-52.
4. Two poems by Friedrich Ruckert (translations of ghazals by Hafiz) translated from German into English by Alex McKeown. *Transnational Literature*, 10:2 (May 2018), 1-3. <http://nlrc.flinders.edu.au/transnational/home.html>

Module 4: Orientations

This module projects the role that translation can play in remapping the field of World Literature through radical shifts in perspective. Using women's writing as an example, it demonstrates how connections can be forged via translation across different histories and cultures, beyond conventional territorial boundaries.

Readings (indicative only):

1. David Damrosch, *What Is World Literature?* Princeton University Press, 2003.
2. Gayatri Chakravorty Spivak, "Translator's Preface". *Imaginary Maps* by Mahasweta Devi, translated by Gayatri Chakravorty Spivak. Routledge, 1995. xxiii-xxix.
3. Women writers in translational/transnational frames:
 - i. Muttn, 'So free am I' (poem from the *Therigatha*). *Women Writing in India, Vol. 1: 600 BC to the Present Day*, edited by Susie Tharu and K. Lalitha. OUP, 1992. 68.

- ii. Kishwar Naheed, 'We Sinful Women'. *We Sinful Women: Contemporary Urdu Feminist Poetry*, translated and edited by Rukhsana Ahmad. The Women's Press, 1991.
- iii. Rokeya Sakhawat Hossain. 'The Fruit of Knowledge'. *Vermillion Clouds: A Century of Women's Stories from Bengal*. Translated and edited by Radha Chakravarty. Women Unlimited, 2010. 25-35.

Suggested course readings:

Tejaswini Niranjana, *Siting Translation: History, Poststructuralism and the Colonial Context*. University of California Press, 1992

Edward Said, *Culture and Imperialism*. Knopf, 1993

Homi Bhabha, *The Location of Culture*. Routledge, 1994.

Ebrahim Moosa, 'Contrapuntal Readings in Muslim Religion and Thought: Translations and Transformations.' *Journal of the American Academy of Religion*, 74:1 (March 2006). 107-118.

Shields, Kathleen. "Challenges and Possibilities for World Literature, Global Literature, and Translation." *CLCWeb: Comparative Literature and Culture* 15.7 (2013): <https://docs.lib.purdue.edu/clcweb/vol15/iss7/7>

Rebecca L. Walkowitz, *Born Translated: The Contemporary Novel in an Age of World Literature*. Columbia University Press, 2015.

Aamir Mufti, *Forget English! Orientalisms and World Literatures*. Harvard University Press, 2016.

Pedagogy:

- e. Instructional design
Lectures and discussions in an interactive format.
- f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
Classroom with projector and audiovisual equipment
- g. Expertise in AUD faculty or outside
AUD faculty

- h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
None.

5. Assessment structure (modes and frequency of assessments)

Class participation (presentation/assignment/quiz) 20%

Mid-semester examination 40%

Term paper or translation project 40%

Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Dean, SOL

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Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	Comparative Literature and Translation Studies
Course title	Reading Myth and Fantasy: J.R.R. Tolkien and C.S. Lewis
Course code	SOL2CLI05
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Shelmi Sankhil

Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is an addition to the basket of Comparative Literature courses offered to students of MA Programmes in the university.

Specific requirements on the part of students who can be admitted to this course:

None

1. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
50
2. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Semester-long.
3. Proposed date of launch:

Monsoon semester 2018 (Earlier offered in WS 2017)

4. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course diversifies courses offered in literature and cultural programmes in the university.

Course Details:

- a. Summary:

This course will primarily look at select fantastic works of C.S. Lewis and J.R.R. Tolkien. Broadly, the course is interested in exploring the philosophical underpinnings of the literary group called the Inklings, of which these two greats were core members. Of particular interest in this course will be the exploration of the linkages between the Inklings' understanding of the fantasy and myth genres per se and the historical circumstances that led to the redeployment of these genres in their works.

- b. Objectives

To advance the students' knowledge of the Inklings through their representative writers.

To understand better C.S. Lewis and J.R.R. Tolkien's literary poetics

To have a "fuller" appreciation of myth and fantasy as literary genres with serious implications.

- c. Overall structure:

Module 1: Introductory

Module 2: One Ring

Module 3: Deep Magic

- c. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Introductory:

Three essential texts will be read in this module to provide the basic frame for the following two modules. The objective in this module, via these texts, is to critically engage with the popular idea of myth and fantasy as escapism.

Main texts:

J.R.R. Tolkien. "Mythopoeia".

C.S Lewis. "On Myth" and "The Meanings of Fantasy" (Chapters 5 and 6) From *An Experiment in Criticism*. Cambridge UP, 1961.

George MacDonald. "The Fantastic Imagination".

http://www.george-macdonald.com/etexts/fantastic_imagination.html

G.K. Chesterton. "The Ethics of Elfland" in *Orthodoxy*.

Module 2: One Ring:

The module contains the last of the trilogy. Though the chosen text is one, students will be expected to have read the first two in the series as well. The broad objective of this module is to be able to thematically read, genre included, the text(s) and account for their relation with the Inklings' philosophy.

Main texts:

J.R.R Tolkien. *The Lord of the Rings: The Return of the King*. Houghton Mifflin Company, 2005 (1954)

———. *The Silmarillion*. Houghton Mifflin Company, 2002 (1937)

Supplementary reading:

Chance, Jane, ed. *Tolkien and the Invention of Myth: A Reader*. University Press of Kentucky, 2004.

Hill-Spur, Matthew: "Tolkien's War: The History Behind 'The Lord of the Rings'": <https://thefellowshipoftheking.wordpress.com/2015/11/11/tolkiens-war-the-history-behind-the-lord-of-the-rings/>.

Katana, Hikari: "Lord Tolkien's Mythic History: How Middle Earth Launched the Fantasy Genre": <https://thefellowshipoftheking.wordpress.com/2015/03/22/tolkiens-mythic-history-how-middle-earth-launched-the-fantasy-genre/>

Murray, Jef: "On Fairy Tales: A Rhapsody of Themes from G.K. Chesterton and J.R.R. Tolkien": <https://thefellowshipoftheking.wordpress.com/2015/11/08/on-fairy-tales-a-rhapsody-of-themes-from-g-k-chesterton-and-j-r-r-tolkien/>

Pearce, Joseph. *Tolkien: Man and Myth*. Harper Collins Publishers, 1998

Sturch, Richard. *Four Christian Fantastists: A Study of the Fantastic Writings of George MacDonald, Charles Williams, C.S. Lewis, and J.R.R. Tolkien*. Walking Tree Publishers, 2001. ISBN: 3-9521424-3-3

Module 3: Deep Magic:

This module contains two texts by Lewis. Apart from the literary merit of the texts, Lewis' radical re-conception of myth as capable of carrying truth will be explored.

C.S Lewis. *Till We Have Faces: A Myth Retold*. Mariner Books. 2012 (1956)

————— *Perelandra*, Harper Collins, 2011 (1943)

Supplementary reading:

Hooper, Walter. *C. S. Lewis: A Companion and Guide*. HarperCollins, 1996.
ISBN 0-00-627800-0

Sturch, Richard. *Four Christian Fantastists. A Study of the Fantastic Writings of George MacDonald, Charles Williams, C. S. Lewis, and J. R. R. Tolkien*. Walking Tree Publishers, 2001. ISBN: 3-9521424-3-3

Pedagogy:

- c. Instructional design

Lecture

- d. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Classroom with projector and audio equipment

- e. Expertise in AUD faculty or outside

AUD faculty

- f. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

7. Assessment structure (modes and frequency of assessments)

10% for class participation;

40% for reading journal;

10% for review/short paper;

40% for term paper.

Signature of Course Coordinator(s)

Note:

Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

— Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.

In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	M.A. Programme
Course title	Greek Classical Literature
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	M.A.
Course coordinator and team	Bodh Prakash

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The courses “The Epic”, “Greek Drama” and “Tragedy Down the Ages” in the B.A English program also include some of the plays offered in this course. However this is an advanced post-graduate level course which will look at this literature through the lens of not just contemporary political and social realities but also from the perspective of Greek poetics and philosophy. “Tragedy Down the Ages” is a course with a broad sweep and though it includes plays by Euripides and Sophocles, it is an introductory course. “Greek Drama” focuses mainly on the tragedies and comedies. The course “The Epic” includes Homer, but the emphasis is on a cross-cultural exploration of epics across regions and languages.

This course will build on the prior familiarity with Greek Classical literature of students both from AUD and other universities.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 40-45

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

5. Proposed date of launch:

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

While the courses on the Epic, Greek Drama and Tragedy are offered to students at the undergraduate level, there is no course on Greek Classical Literature in the existing M.A English program that includes the major works of this period. In the course of the medieval and modern periods, many "canonical" texts were recreated in the modern languages. The emphasis on a study of subversions of canonical texts has however also been accompanied by a relative lack of familiarity with these texts in their earlier form. There is a need to familiarize students with these canonical texts, if only to sharpen their critique of the same. The course then attempts to carry forward the AUD vision of "de-canonizing literary studies" and develop an interdisciplinary approach as it requires students to critically read the Classical texts by situating them within their historical, social, philosophical and cultural contexts and also identify the challenges to and collaborations with, institutionalized authority and patriarchy within them.

7. **Course Details:**

a. **Summary:**

This course includes seminal Greek literary and critical texts from the Classical period. Examples of three principal literary forms, the epic, the tragedy and comedy, will be taken up for detailed study. Some sections from Aristotle's *Poetics*, (pertaining to the tragic protagonist), Plato's *Symposium* and the *Republic* (Books VI, VII and X) will also be taken up in class to familiarize students with Greek aesthetics, philosophy, politics and their relevance to the texts. The connections between myth, ritual, drama and politics (particularly in Athens during this period) will be explored.

b. **Objectives:**

The objective of the course is to familiarize students with the diverse literary expressions within early Greek literature, as well as contemporary debates on different kinds of poetic expressions.

Literary forms in Greek Classical literature like the epic, tragedy, and comedy, laid the foundations for modern European literatures and their continuities and discontinuities have been observed and studied. Hence a close familiarity with the Classical texts and their poetics is important for any student of modern European literatures. Unlike the Homeric epics that highlight the heroism of exceptional characters. Hesiod's *Works and Days* privileges values of "honest labor" and justice and denounces *hubris*. The tragedies of Sophocles, Euripides and Aeschylus are philosophical elaborations of Greek conceptions of divinity and the

essence of mortality and its paradoxes, the significance and/ or insignificance of human beings. The comedies (Old Comedy) are satires on contemporary public personalities like (Socrates, in *The Clouds*) or social and political concerns of the day like war, public order, and political institutions.

The origin of Greek classical literature in oral narrative traditions is another area that the course will explore. The textual history of the Homeric epics from the oral to the written that has been traced from around the 8th century B.C, to the Peisistratus recension of the 6th century to the Alexandrian text and thereafter will also be studied. This will also help in resituating the classical works within the non-canonical oral traditions that predated them.

A third objective of the course would be to introduce students to Greek literary theory. A study of older critical traditions will be useful for students in their engagement with aesthetic concepts and tools by locating them within the philosophical ethos from which they emerged. A reading of Aristotle's *Poetics* and Plato's *Symposium* and some sections of the *Republic* would equip students with a more comprehensive understanding of the Greek world.

c. **Overall structure:**

The course will be taught in the lecture mode and will begin with two introductory lectures on the background to Greek classical literature. The historical background, from the Archaic period and the Eastern sources that Greeks drew some of their inspiration from will be discussed. Herodotus' *Histories* and Thucydides *History of the Peloponnesian War* (5th century B.C) will also be introduced to students as among the earliest examples of historical writing. Students will be expected to read the primary texts (epics and plays) apart from some texts on aesthetics and philosophy. A few examples of Renaissance and modern tragedies will also be brought into classroom discussions on Aristotle's theory of tragic poetry for a comparative perspective. Depending upon the size of the class, student seminar presentations may also be included.

d. **Contents** (brief note on each module; indicative reading list with core and supplementary readings)

The course is divided into 4 modules, and each of them is quite challenging for any student who has only a basic familiarity with the age and its literature.

Module 1: Greek Classical Traditions: Poetics and Plato's Dialogues

1. Aristotle, *Poetics*. Trans. Malcom Heath (Penguin, 1996)
2. Plato, *The Republic*, Trans. Tom Griffith (Cambridge, 2000). Books VI, VII and X
3. Plato, *Symposium* trans. by Seth Benardete, (Chicago, 2001)

Module 2: The Epic, Texts and Conventions

1. Hesiod, *Works and Days* Trans. Athanassakis. Apostolos N., *m Theogony; Works and Days; Shield* (Baltimore: Johns Hopkins University Press, 1983)
2. Homer. *The Iliad*. Trans. E. V. Rieu. London: Penguin, 2003.
3. Homer. *The Odyssey*. Trans. E.V. Rieu and revised by D.C.H, Rieu (Penguin Classics, 2003)

Module 3: Tragedy (3 plays will be taken up in class and the rest will be discussed in student presentations)

1. Sophocles, *Oedipus the King*. Trans. F Storr (*The Three Theban Plays: Antigone - Oedipus the King - Oedipus at Colonus*. Penguin Paperback, 2014)
2. Euripides, *Medea* in *Medea and Other Plays*. Trans. John Davie (Penguin Books, 2003)
3. Euripides, *Trojan Women*. Trans. Alan Shapiro. (Oxford University Press, 2009)
4. Aeschylus. *The Oresteian Trilogy: Agamemnon, The Choephoroi and The Euminides* (Penguin, 1959)

Module 4: Comedy (2 plays from this collection will be taken up for detailed study in class)

Aristophanes, *Lysistrata and Other Plays*. Trans. Alan H. Sommerstein (Penguin Classics, 2003)

Recommended readings (Modules 1 to 4)

1. P.E. Easterling & B.M.W. Knox (eds.), *The Cambridge History of Classical Literature I: Greek Literature*, (Cambridge University Press, 1985. Online edition 2008)
2. Tim Whitmarsh, *Ancient Greek Literature* (Polity, 2004)
3. D. L Cairns, ed. *Oxford Readings in Homer's Iliad*, (Oxford 2001).
4. M.L West. *The Making of the Iliad*, (Oxford 2010)
5. Mark W. Edwards. *Homer: Poet of the Iliad* (Johns Hopkins University Press. 1987)
6. Jasper Griffin, *Homer on Life and Death* (OUP, 1980)
7. Cairns, D., ed. *Tragedy and Archaic Greek Thought* (2013)
8. Goward, B. *Telling tragedy: narrative technique in Aeschylus, Sophocles and Euripides*. (London, 1999).
9. Walcott, P. *Greek Drama in its Theatrical and Social Context* (Cardiff, 1976)
10. Martin Bernal, *Black Athena : the Afroasiatic roots of classical civilization* (3 volumes) (Rutgers University Press. N.J.,1987, 1991, 2006)
11. Simon Goldhill, *Reading Greek Tragedy* (1986)
12. Oliver Taplin, *The Stagecraft of Aeschylus* (1977)
13. R.P. Winnington-Ingram, *Sophocles: An Interpretation* (1980)
14. D.J. Conacher, *Euripidean Drama* (1967)
15. James Robson, *Aristophanes* (2009)
16. Erich Segal (ed.), *Oxford Readings in Aristophanes* (1996)

8. Assessment structure (modes and frequency of assessments)

- Carry home assignment 20%
- Class presentation 20%
- Mid semester exam 30 %
- End semester exam - 30 %

Bodh Prakash

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Letters
Programme(s)	MA Programme
Course title	Photography: History, Theory, Practice
Course code	SOL2EN346
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Sayandeb Chowdhury

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

No.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

20-25

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course preferably on a seminar mode

5. Proposed date of launch:

WS2017

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Courses on photography are usually tilted towards creating a pool of practical and applicable skills, and are hence more in the domain of professional proficiency than theoretical insight. This course, in keeping with AUD's over-all vision to dismantle hierarchies of knowledge, practice and disciplinary legacies, proposes to put the history, theory and practice of photography at the heart of humanities and social science enquiry. This is a theoretically advanced course and students opting for this course must be in a position to appreciate the same.

7. Course Details:

a. **Summary:**

The AUD English MA Programme has since its inception resisted any effort towards following a definite lexicon of approaching literary studies and to that end, a course of this kind contributes to the idea of critical and cultural enquiry beyond the obvious. In the narrative of its origins and history, photography mirrors the definitive visual turn in social and cultural sciences and since the first experiments in the 1820s has come to occupy a foundational position in the gradual but inevitable 'technologisation' of art forms. Yet, at the heart of photography lies the complex and often conflicting registers of representation and form; memory and time, gaze and witness; and of history that is both present and absent. One of the abiding concerns of photography has hence been its liminal position between art and technology as well as its efficacy of being a redoubtable representational template that it at odds with the various interpretations of reality that it projects. This course, by introducing students to a wide range of debates and movements in photography would hope to provide a substantive idea about the form and function of photography across time, cultures and genres.

b. Objectives:

While detailing the origin, history and dissemination of photographic forms is the primary objective of this course, it would also look into the idea of time and space as central to the management of photography's scopie intent. The course will also map photography's relation to the other key apparatuses of modernity - and how photographic visuality is reproduced in literatures of modernity. Moreover, the course hopes to provide access to key debates about the nature of photography's claims to 'objectivity', 'neutrality' and 'authenticity'.

c. Overall structure:

Given the scope of this course and the various debates, many of which are inconclusive and unraveling; and the absence of antecedents that such a course can follow, the course structure is aimed to be that of a seminar mode. In this course, the coordinator and students read a range of essays and *look* at photographic illustrations and see that kind of conclusions one can draw from a course of this kind.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1| The many histories of photography [Wk1,2,3]

This module will look at the history of photography not only from mainstream sources but also from other contested sources that have being unearthed in new scholarship. A selection of readings from the following is prescribed.

Readings for this module will involve selected sections from:

- Beaumont Newhall, *The History of Photography: From 1839 to the Present*, Museum of Modern Art, NY, 1982
- Mary Warner Marien, *Photography: A Cultural History*, Pearson, 2014

Module 2| Understanding Photography

This section is about *ways of looking* at photography as technology, witness and visuality. A selection of readings from the following is prescribed.

2.1 Photography as Technology [Wk 4-5]

The classic/seminal set of essays that sets most of the debates concerning photography as art, technology and practice.

- Walter Benjamin, 'The Work of Art in the Age of Its Technological Reproducibility: Second Version' (p 19-55) and 'Little History of Photography' (p 274-298), in *The Work of Art in the Age of Its Technological Reproducibility and Other Writings on Media*, (ed) Michael W. Jennings et al; (Trans by) Edmund Jephcott et al; The Belknap Press, Harvard University Press, Cambridge, Massachusetts 2008.
- A reading of this essay will follow in concurrence with the screening of Michelangelo Antonioni's 1966 counter-cultural classic *Blowup*

2.2 Photography as philosophy and epistemology [Wk 6,7,8]

Three short readings that continue to engage with the concerns raised by Benjamin's essays.

- Andre Bazin, *The Ontology of the Photographic Image*, in Allen Trachtenberg (ed) *Classic Essays on Photography*, Leete's Island Books, Maine, 1980. Pp 237-244
- Siegfried Kracauer, *Photograph*, in Allen Trachtenberg (ed) *Classic Essays on Photography*, Leete's Island Books, Maine, 1980. 245-268
- Susan Sontag, 'In Plato's Cave', from *On Photography*, Penguin Classics, 2014, p 3-24.

Module 3| Photographic practices [Wk 9-10]

This module will look briefly into some of the major ways in which photography has been 'used' and 'practiced'

3.1 Photography and History

- Christopher Pinney, 'The Look of History: The Power of the Aesthetic', in *New Cultural Histories of India: Materiality and Practices*, Chatterjee, P. et al. (eds), 115-138. New Delhi, Oxford University Press, 2014.

3.2 Photography and Gender

- Joanne Leonard, 'Being in (feminist) pictures', *Feminist Review*, 99 (media transformations), Palgrave Macmillan, 2011. pp. 98-105

3.3 Photography and cinema

- Tom Gunning, 'Tracing the Individual Body, Photography, Detectives and Early Cinema', in Leo Charney, Vanessa R. Schwartz (ed) *Cinema and the Invention of Modern Life*. University of California Press, 1995.
This essay will be read in conjunction with the screening of *Man with a Movie Camera* (Dziga Vertov, 1929); *La Jetée* (Chris Marker, 1962) and *Film* (Samuel Beckett, 1965).

Module 4| Photography and literary modernism [Wk11-13]

This module would sample both avant-garde works of modernist fiction and more regular fictional works which have managed to establish a relationship, sometimes obvious, sometimes lambent, between works of fiction and poetry and photography. Some of the works to be discussed are:

- Georges Rodenbach, *Bruges-la-Morte*, 1892
Or
Kranz Kafka, *Amerika*, 1927
- André Breton, *Nadja*, 1928
Or
Virginia Woolf, *Orlando: A Biography*, 1928
- Wright Morris, *The Home Place* 1948
OR
WG Sebald, *Austerlitz*, 2011
- Italo Calvino, 'Adventure of a Photographer', from *Difficult Loves*, 1985
- Yves Bonnefoy, *Poetry and Photography*, 2017

Readings

- Stefanie Harris, *Exposures: Rilke, Photography, and the City*, in *New German Critique* 99. Modernism after Postmodernity (Fall, 2006), pp. 121-149.
- François Brunet, 'Literary Discoveries of Photography', from *Photography and Literature*, Reaktion Books, 2009, London; pp 63-85.
- Daniel a Novak, *Photographic Fictions: Nineteenth-Century Photography and the Novel Form*. in *Novel: A Forum on Fiction*. 43:1, Theories of the Novel Now, Part III (Spring 2010), pp. 23-30.

8. Pedagogy:

a. Instructional design

The course will be a mix of lectures, seminar readings and illustrative talks. A part of the course will consider teaching students the idea of exploring visual archives.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

An updated bibliography of books and e-books, journal subscriptions, open-source archives and a good projection system are key necessities.

c. Expertise in AUD faculty or outside

The course will take some help from AUD faculty outside the English faculty, invite a lecture or two from outside AUD but the major part of the course will be taught by the course coordinator.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

It would be wonderful if the university can tie-up with private and public collections in the IGNCA, the Alkazi Collection, the collections in Delhi's museums etc as well as some interesting collections across the country and in South Asia.

9. Assessment structure (modes and frequency of assessments)

- Writing assessment – 30 %
- A theoretical/reflective project/paper - 30 %
- A term paper based on archival/fieldwork based enquiries done by the student - 40 %


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on..... and has been approved in the present form.


Signature of the Dean of the School

Dean, SOL

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Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme(s)	History
Course title	History and the Aboriginal Past
Course code	SLS2HS205
Credits	4 (Four)
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Anil Persaud (anil@aud.ac.in)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

In my opinion, this course connects to and complements MA History core courses such as 'Problems of Historical Knowledge', 'Power Culture Marginality', 'Oral Epics' and other 'South' and 'non-South Asian' history courses.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

NA

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Usual cohort size

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

- 3rd semester, Monsoon course

5. Proposed date of launch: This course has been taught since 2013.
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course specifically uses an interdisciplinary approach which aligns with the overall vision of AUD. With respect to the MA History Programme, this elective course seeks to substantiate the core and provide an elective option to students to explore, of what in the opinion of Experts are, neglected areas of historical research.

7. Course Details:

a. Summary:

As per expert Indian Historians, after the Second World War, 'the question has arisen within all democracies whether to include in the history of the nation histories of previously excluded groups.' In the 1960s that list 'usually contained names of subaltern groups and classes, such as, former slaves, working classes, convicts and women.' However, 'under pressure from growing demands for democratising further the discipline of history, this list was expanded in the seventies and eighties to include the so-called ethnic groups, the indigenous peoples, children and the old, and gays, lesbians and other minorities.' Other expert Indian Historians have complicated this narrative of democratisation through their historiographical findings that 'the history of tribal societies cannot be written through conventional historical methods.' That 'most tribal societies have strong oral traditions,' makes theirs an 'interdisciplinary history that has encompassed both sociological and anthropological work within its gambit.' 'Tribal', 'subaltern', 'indigenous', 'Aboriginal', 'native', *First Nations*, 'Adivasi': *the challenge to historical knowledge with regards to this particular 'minority' group is the problem of naming.* For the purposes of this course, the historical subject of our inquiry, the Aboriginal, is defined, following yet another Expert, as 'primarily oral' societies. If, as expert Historians have written, 'History is a subject primarily concerned with the crafting of narratives,' then 'how do you construct a narrative of a group or class that has not left its own sources?' We proceed to also ask, Does historicizing the Aboriginal also mark the end of the Aboriginal? And further, How to locate Aboriginal decolonization within the larger field of decolonization? As such, the course pays attention to regional similarities and differences in Aboriginal studies and some of the regions studied are: Africa, Asia and further distinguishes between 'settler' and 'non-settler' colonies. We will focus on the debates on the very terms 'Aboriginal' and 'indigenous'. The modules on Orality and Literacy allow us to further highlight the methodological, conceptual and ethical issues that arise when historians turn with democratizing intent to the Aboriginal. The final module uses the history of blood to further consider the question of the aboriginal and the non-aboriginal presented as a debate between the disciplines of anthropology and history.

Close attention is paid to the impact of sources on the study of the Aboriginal past. For instance, the close link between anthropology and European colonization makes it such that much of historical inquiry into the colonial period relies on colonial documents, such as the *House of Commons' Papers Relative to the Aboriginal Tribes in British Possessions*, and others such as 19th century documents that relate both to India and other parts of the world. That is changing. Students are encouraged to note the increasing varieties of sources employed by historians to do justice to the pasts of Aboriginal peoples – from the paleo-anthropological to the genetic – the materials used in this course are aimed at alerting students to the ways in which the historian's 'craft' and 'sources' have shaped not only studies of the Aboriginal past but the construction of Aboriginal subjectivity and vice versa.

b. Objectives

1. To equip the students with key concepts in Aboriginal studies.
2. To engage the students in understanding the changes to historical methodology presented by the Aboriginal subject.

c. Overall structure:

This course is structured across five modules.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1 - Introduction I: Themes in Aboriginal studies in India

Beginning with a somewhat familiar context, these readings are selected to provide a sense of how Adivasi and 'tribal' came to replace 'Aboriginal' in the Indian context and to explore the themes that have emerged in this field of study. The readings for this Module will be selected from the following list:

- Archana Prasad, "Tribal Societies and History Writing in India." In Sabyasachi Bhattacharya (ed.), *Approaches to History: Essays in Indian Historiography*. ICHR in conjunction with Primus Books, 2011.
- André Béteille, "The Idea of Indigenous People." *Current Anthropology* 39, no. 2 (April 1998): 187-192.
- Kaushik Ghosh, "A Market for Aboriginality: Primitivism and Race Classification in the Indentured Labour Market of Colonial India." *Subaltern Studies X*.
- Ajay Skaria, "Shades of Wildness Tribes, Caste and Gender in Western India." *Journal of Asian Studies*, 1997
- Partha Chatterjee, "History in the Vernacular." In *History in the Vernacular*. Raziuddin Aquil and Partha Chatterjee (eds.), Permanent Black, 2010

- Anirudh Deshpande, "Past, Present, and Oral History," *Economic & Political Weekly*, Vol. 52, Issue No. 29, 22 Jul, 2017
- Peter Pels, "The Rise and Fall of the Indian Aborigines," in *Colonial Subjects: Essays on the Practical History of Anthropology*. Peter Pels and Oscar Salemink (eds.), University of Michigan Press, 2000
- Bernard S. Cohn, "History and Anthropology: The State of Play." In *Comparative Studies in Society and History*, Vol. 22, No. 2 (Apr., 1980), pp. 198-221
- A special issue on Adivasi Histories that appeared in 2016 issue IESHR (<http://journals.sagepub.com/toc/iera/53/1>); a collection of essays published in 2011 (https://books.google.co.in/books?id=z_Pe0z1ta_8C&dq=prathama+and+sangeeta+dasgupta&source=gb_s_navlinks_s).
- A debate between Ambedkar and Thakkar Bapa.
- The category of *vanvasi* and *vanvasi kalyan* ashrams operated by RSS in the tribal belt of India, the dialectic between these terms may be useful. Some of your readings might already be engaging with issues but in your absence we nevertheless thought of suggesting these points.
- Another suggestion was on some works done by historians like B.D. Chattopadhyaya on tribal societies and state formation in early medieval India. Romila also talks about some of these issues.
- Also colonial ethnography's puzzle to equate caste and tribe while understanding communities in 19th century India.

Module II - Introduction II: Further survey of the field

These readings are selected to provide a wider appreciation of the field of study and to explore other themes and approaches to this area of History that have emerged as a result of the encounter with the Aboriginal past. This module further situates Aboriginal studies within the broader context of ongoing decolonization movements. The readings for this Module will be selected from the following list:

- Bain Attwood, *Telling the Truth about Aboriginal History*. Allen & Unwin, 2005.
- Julie Evans; Patricia Grimshaw; David Phillips and Shurlee Swain. "Introduction" to *Equal subjects, unequal rights: Indigenous Peoples in British Settler Colonies, 1830-1910*. Manchester University Press, 2003.
- Michael Yellow Bird, "What we want to be called: Indigenous Peoples' Perspectives on Racial and Ethnic Identity Labels." *American Indian Quarterly*. Vol. 23, No. 2, (Spring 1999), 11, 1-21.
- Mathias Guenther. "The Concept of Indigeneity," (On the San of Africa.) *Social Anthropology* (2006), 14, 1, 17-32.
- Johnathan Friedman, "Indigeneity: Anthropological notes on a historical variable." Chapter in *Indigenous Peoples: Self-Determination, Knowledge, Indigeneity* Henry Minde (ed.). Eburon Uitgeverij B.V., 2008

- Eve Tuck and K. Wayne Yang. "Decolonization is not a metaphor." *Decolonization: Indigeneity, Education & Society* Vol. 1, No. 1, 2012. pp. 1-40. [ONLINE]
- Stephanie Nohelani Teves, Andrea Smith, Michelle Raheja, (eds.) *Native Studies Keywords*. University of Arizona Press, 2014. Available thru AUD online library at PROQUEST. Readings from the section on 'Indigeneity.'
- Documentary films by John Pilger: *Welcome to Australia* (An examination of the exclusion of Australia's Aborigines.); *The Last Dream: Secrets* (An investigation of the massive racial inequalities in Australian society); *The Last Dream: Heroes Unsung* (An examination of the land stolen from Aborigines by British settlers.)

Module III - Re-membering Literacy and Orality

If literacy is to History what orality is to the Aboriginal Past, then does that make Aboriginal History an oxymoron? In what ways has the meeting of these two epistemes 'stimulated innovation in historians' practices ... challenged historians to be imaginative and creative both in the research and narrative strategies'? How has this binary shaped how the Aboriginal has been constructed over time, from the texts of Orientalism, to the bodies of ethnography, to the land of nationalism. These concerns are explored through a selection from the following readings:

- Anirudh.Deshpande, "Past, Present, and Oral History." *Economic & Political Weekly*, Vol. 52. Issue No. 29, 22 Jul, 2017
- Walter Ong, *Orality and Literacy*. Routledge, 2013
- Jack Goody, *The Interface Between the Written and the Oral*. Cambridge University Press, 1987
- Beck, Wendy and Margaret Somerville, "Conversations between Disciplines: Historical Archaeology and Oral History at Yarrowarra." *World Archaeology*, Vol. 37, No. 3, *Historical Archaeology* (Sep., 2005). pp. 468-483
- Peter Kulchyski, *The Red Indians: An Episodic, Informal Collection of Tales from the History of Aboriginal People s Struggles in Canada*. Winnipeg: Arbeiter Ring Publishing, 2007. [ME]
- Partha Chatterjee, "History in the Vernacular." In *History in the Vernacular*. Raziuddin Aquil and Partha Chatterjee (eds.), Permanent Black, 2010
- Patrick Wolte, "On Being Woken Up: The Dreamtime in Anthropology and in Australian Settler Culture," *Comparative Studies in Society and History*, Vol. 33, No. 2 (Apr., 1991), pp. 197-224 [JSTOR]
- Peter Pels, "The Rise and Fall of the Indian Aborigines." in *Colonial Subjects: Essays on the Practical History of Anthropology*. Peter Pels and Oscar Salemink (eds.). University of Michigan Press, 2000
- Germaine Warkent. "In Search of "The Word of the Other: Aboriginal Sign Systems and the History of the Book in Canada." *Book History*. Vol. 2 (1999), pp. 1-27 JSTOR

- Film: *Walkabout*, Nicolas Roeg, director, 1971. Loosely based on the 1959 novel *Walkabout* by James Vance Marshall, the film centres around two white schoolchildren who are left to fend for themselves in the Australian outback and who come across a teenage Aboriginal boy who helps them to survive.

Module IV - Blood & Skin

Using blood and the colour red, this Module inquires into the genealogical transformation of the Aboriginal body from a body for 'elimination' into a body as historical source. Some readings are deliberately repeated in multiple Modules to highlight the varied possible readings of a given text. Readings will be selected from the following list:

- Glen Sean Coulthard, Chapter 4, "Seeing Red: Reconciliation and Resentment." In *Red Skin, White Masks: Rejecting the Colonial Politics of Recognition*. University Of Minnesota Press, 2014. ME
- 1) Cedric Sunray, "Blood Policing," 2) Andrea Smith "Mixed-Blood," and 3) Kim Tallbear "Genomic Articulations of Indigeneity." All in Stephanie Nohelani Teves, Andrea Smith, Michelle Raheja, (eds.) *Native Studies Keywords*. University of Arizona Press, 2014. Available thru AUD online library at PROQUEST.
- Peter Kulchyski, *The Red Indians: An Episodic, Informal Collection of Tales from the History of Aboriginal People's Struggles in Canada*. Winnipeg: Arbeiter Ring Publishing, 2007. [ME]
- Michael Alken, "Male Culls Revisited: The Politics of Blood Versus Semen". *Oceania* 68, 199 JSTOR
- Gil Anidjar, *Blood: A Critique of Christianity*. Columbia University Press, 2016.
- Clifton Crais, Pamela Scully (eds.), *Sara Baartman and the Hottentot Venus: A Ghost Story and a Biography*. Princeton University Press, 2010

Module V - Place and Sovereignty

Engagement with the Aboriginal Past has enriched, if not produced, the 'place' centered' methods of History writing/making. At the same time, the Aboriginal's sense of place has complicated the question of national sovereignty. Here we explore both these themes through a selection of the following readings:

- Ann McGrath and Mary Anne Jebb (eds.), *Long History, Deep Time: Deepening Histories of Place*. ANU Press, 2015. [Selected readings from this volume in the *Aboriginal History Monographs' Series*.]
- Stephanie Nohelani Teves, Andrea Smith, Michelle Raheja, (eds.) *Native Studies Keywords*. University of Arizona Press, 2014. Available thru AUD online library at PROQUEST. [Selected readings from the section on 'Sovereignty', 'Nationalism' and 'Land'.]
- Deborah Bird Rose. "Dialogue with Place: Toward an Ecological Body." *Journal of Narrative Theory*, Vol. 32, No. 3, Benjamin & Bakhtin: *New Approaches-New Contexts* (Fall, 2002). pp. 311-325 [JSTOR]
- Peter Kulchyski, lecture on Youtube, "Indigenous Challenges to Capitalism." *Speaking at the Revolutions Conference* (2017) at the University of Manitoba. Professor Peter Kulchyski discusses the

significant challenges to global capitalism that are offered by indigenous peoples. Professor Kulchyski teaches in the Department of Native Studies at the University of Manitoba.
<https://youtu.be/1j0XKbn3v2Y>

- Patrick Wolfe, "Settler Colonialism and the Elimination of the Native." *Journal of Genocide Research*, Volume 8, 2006 - Issue 4, pp. 387-409 [JSTOR]
- Hayden King, "The erasure of Indigenous thought in foreign policy." opencanada.org, 31st July 2017. [<https://www.opencanada.org/features/erasure-indigenous-thought-foreign-policy/>]
- Film: *Rabbit Proof Fence* (2002). Directed by Phillip Noyce and based on the book *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. "It is loosely based on a true story concerning the author's mother Molly, as well as two other mixed-race Aboriginal girls, who ran away from the Moore River Native Settlement, north of Perth, Western Australia, to return to their Aboriginal families, after being placed there in 1931. The film follows the Aboriginal girls as they walk for nine weeks along 1,500 miles (2,400 km) of the Australian rabbit-proof fence to return to their community at Jigalong, while being pursued by white law enforcement authorities and an Aboriginal tracker."

Possible Primary Source materials should research interest develop:

- A wide variety of Colonial Era archival materials are available for public access on such websites as Google Books and archive.org, covering both India and abroad.
- Sangeet Natak Academy audio visual library and archive: The collection of Audio Visual Library now stands at 9844 discs, 761 pre-recorded cassettes from the archives of Akademi, 92 video cassettes of dance; drama, music, 1602 commercial audio cassettes, 183 gifted audio cassettes and 1142 compact discs (CDs), 103 gifted compact discs (CDs), 52 video compact discs (VCDs), 36 gifted video compact discs (VCDs) of Indian music, 22 DVDs and 61 gifted DVDs. The archive of black and white as well as colour photographs and slides of photo library now stands at 4,00,139 and 40,443 respectively.
- Indian National Museum
- Museum dedicated to tribes in Bapa's memory- <http://www.bajss.org/> and a GOI museum of man at Bhopal- https://en.wikipedia.org/wiki/Indira_Gandhi_Rashtriya_Manav_Sangrahalaya.
- Linguistic Survey of India: University of Chicago has made available a presentation of Gramophone Recordings from the Linguistic Survey of India that consists of digitized recordings originally collected in South Asia during a period from 1913 until 1929. Intended as a supplement to Sir George A. Grierson's *Linguistic Survey of India* published between 1904 and 1927, the recordings of stories, songs and poems were collected by provincial and presidential governments of British-ruled India in cooperation with Grierson and the Gramophone Company, Calcutta. [<http://dsal.uchicago.edu/lsi/>]

Assessment Details with weights:

- | | |
|----------------------|-------------------------|
| 1. 1st in-class test | 30% (1st 3rd of course) |
| 2. 2nd in-class test | 30% (2nd 3rd of course) |
| 3. End-Term exam | 40% (final exam) |

8. Pedagogy:

- e. Instructional design - This is a four credit course, therefore having weekly lectures of four hours. Class interaction is encouraged in these lectures.
- f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify) - Class rooms as required
- g. Expertise in AUD faculty or outside - AUD and non-AUD Faculty Experts in History and the Aboriginal Past are encouraged to conduct lectures.
- h. Linkages with external agencies (e.g., with field-based organizations, hospital, labour research institutes and others) - None

9. Assessment structure (modes and frequency of assessments)

See above.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on... 22-02-2018 and has been approved in the present form.

Signature of the Dean of the School

31/2/19

Dean / DEAN
School of Liberal Studies
Dr. B. R. Ambedkar University Delhi
Lajpat Road, Kashmere Gate, Delhi-110026
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Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme(s)	History
Course title	Censorship/Transgression in Modern India
Course code	SLS2HS111
Credits	4 credits
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr Shailaja Menon

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is located in the 4th semester for the MA History students. It follows the course of the 3rd semester on Power, Culture and Marginality which is compulsory for History students and many conceptual ideas would have already been dealt with.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)

It's an MA elective course and there are no prerequisites

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

No specific ceiling on the number of students.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Winter semester, lecture and interaction mode
5. Proposed date of launch: 2016
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

MA History programme at AUD has many interesting courses which deal with sources and problems of historical understanding, cultural representations, violence and identity formations etc. In all these core themes the attempt is to discuss the transformations that have happened conceptually and theoretically in these themes within the disciplinary genre of *History*. The broader vision of AUD also foregrounds *human relationship* as a conceptual and empirical category to engage with.

7. Course Details:

This course is located in the 4th semester for the MA History students. It follows the course of the 3rd semester on *Power, Culture and Marginality*, which is compulsory for History students and many conceptual ideas would have already been dealt with.

Any society would want to nurture its members as thoughtful, caring human beings. In the process of imparting societal values we also tend to police ideas and thoughts deemed dangerous under the pretext of public morality. What is disturbing or dangerous for one segment of society may be very interesting or innovative for others. The multiplicity of ideas and beliefs are critical for creating a vibrant and pluralistic society. Critical thinking implies questioning, the analysis and evaluation of those beliefs to come to a personal judgment that empowers people to take ownership of ideas and control of their own intellectual and moral lives. The education of the imagination is as important as the education of the intellect. (Censorship, the Internet, Intellectual Freedom and Youth, Kay. E., Vandergrift, May 2nd, 1997, the State University of

New York) New technologies are also causing an increase in incidents of censorship. The history of communications technologies, from the written word to modern electronic media, has been written with fear as critics contemplate the direst consequences of each move that takes us farther from the personal one-on-one interaction with another human being in real time and space.

In an online article on 'The Long History of Censorship', Mette Newth observes that Censorship has followed the free expressions of men and women like a shadow throughout history. In ancient societies, for example China, censorship was considered a legitimate instrument for regulating the moral and political life of the population. The origin of the term censor can be traced to the office of censor established in Rome in 443 BC. In Rome, as in the ancient Greek communities, the ideal of good governance included shaping the character of the people. Hence censorship was regarded as an honorable task. In China, the first censorship law was introduced in 300 AD. (http://www.beaconforfreedom.org/liste.html?tid=415&art_id=475, Norway, 2010)

The long trajectory of Indian history is no exception. From Eklavya's thumb to the exile of M.F. Hussain, one can discern the punishment meted out to individuals who refused to bow before society's diktats. What is thought provoking and disturbing is that the reaction of the so-called 'civil society' to these challenges to the hegemonic narratives of civilization has been episodic. The battle to preserve so-called 'public morality' and weed out revolutionary ideas is a never ending one. Power cannot be reduced to just the exercise of political authority but is also reflective of social sanctions and sanctities. In its dispersal, power leads to the formations of multiple marginalities of sex and gender, class and caste. History has witnessed numerous revolutions and counter-revolutions which has led to a critique of the meta-narratives of history. This course aims to question the paradigm of "Othering" and dissect the politics of cultural imperialism. In order to debate such issues more publicly, it is essential to create a platform to voice opinions and articulate concerns whereby spaces for more engaged forms of resistance can be shaped. Only then is it possible to create a truly liberal society.

The course is more thematic than chronological. It seeks to critique both state and society which strives to impose regimes of social behavior on individuals. The interstices of this relationship will be explored through the first two modules which focusses on processes of acculturation and

legal paradigms used by both state and society to enforce behavioural norms. For further clarity theoretical models drawn from Foucault, Althusser, Paulo Friere etc would be used. In addition, metanarratives of caste, gender, and tribe would be dissected to unravel the different readings. This exercise would be done by reading certain texts which though 'ancient' still continue to influence the norms of moral behavior. To illustrate- texts like Ramanaya and Kamasutra and their scholarly interpretations would be of great help to analyze social changes from a historical perspective. The process of knowledge production can also be understood through such illustrations. These texts are chosen as their stories resonate in the public domain. It is through the multiple interpretations of the metanarratives that alternate knowledge production is possible which also transgress the prevailing norms.

The first two modules deal with the meta-narratives of knowledge production and shift in historical conditions. The ideas on censorship will be foregrounded in the first module so that students get conceptual clarity on the same. Though the spotlight of the course will be on the Indian experience, references will be drawn from other societies to comprehend the political economy of censorship. The course focuses more on the past two centuries and the colonial jurisprudence which still continues to influence post-independent India.

Modules

- a) **Differentiating and Creating the 'Other'**. The process of acculturation and the ideologies associated with such a process lead to moral hierarchies that help create and legitimate social hierarchies and binaries of domination. There exists a close relationship between cultural representation and ideological domination which would be delineated through an analysis of gender, tribe and caste relations in Indian society.

Readings

- 1) *Edward Said, Culture and Imperialism, Vintage, 1994*
- 2) *Eric Hobsbawn and Terence Ranger, The Invention of Tradition (ed), Cambridge University Press, 2012*
- 3) *Foucault, The Subject and Power, Critical Inquiry, Vol 8, No 4, Summer 1982*
- 4) *Romila Thapar, a) Cultural Pasts: Essays in Early Indian History, OUP, 2003 b) The Pasts before Us: Historical Traditions of Early North India, Harvard University Press,*

- 2013 c) *Imagined Religious Communities: Ancient History and the Modern Search for a Hindu Community*, Critical Quest, 2004 d) *The Past and Prejudice*, NBT, 2012
- 5) Braj Ranjan Mani. *De Brahmanizing History*, Manohar, 2009
- 6) Kancha Illiah: *Why I am Not a Hindu: A Sudra Critique of Hindutva Philosophy, Culture and Political Economy*(Calcutta: Samya, 1996)
- b) The Modern State and its Legal Jurisprudence.** The colonial state enforced a novel legal paradigm which completely altered Indian society, economy and cultural life-worlds. To illustrate, laws like the Criminal Tribes Act, criminalization of homosexuality, the Devadasi Reform Bill etc sought to regulate and 'reform' many practices considered 'immoral' by the British. Even in post-independent India, the notion of 'immorality' continues to engage the public attention.

Readings

- 1) Meera Radhakrishan: *Dishonoured by History*, Orient Longman, Hyderabad, 2001
- 2) Rupa Bannerjee, *History of Sex and Power; Defining History, Shaping Societies*, Penguin 2009
- 3) Ruth Vanita and Salim Kidwai, *Same Sex Love in India*, Penguin, 2005
- c) The 'Mainstreaming' of Cultural Practices and the Alternative Discourse/Aesthetics**
The first two sections makes it amply clear as to how the State privileges and acknowledges certain social categories and their practices as 'indigenous aesthetic' and the rest as 'alien'. How does the 'alien' category articulate their sense of history and self-hood? In addition to the written word, this section will also look at audio-visual art production, paintings, sculpture, films etc to understand the alternative aesthetics.

Readings

- 1) Sumati Ramaswamy, (ed) *Barefoot Across the Nation, Maqbul Fida Hussain and the Idea of India*, Routledge
- 2) G.P. Deshpande. *Art and Ideas*, Tulika, 2009
- 3) Shivji Panikker and Deepta Achar, *Articulating Resistance, Art and Activism*, Tulika,

- 4) Ashish Rajadhyaksha, *Indian Cinema in the Time of Celluloid: From Bollywood to the Emergency*, Tulika, April 2012
 - 5) Gary Tartakov, *Dalit Art and Visual Imaginary*, OUP, 2012
 - 6) Sudhanva Deshpande: (ed) *Theatre of the Streets: The Jana Natya Mandali Experience*, 2007
 - 7) Sharan Kumar Limbale: *Towards an Aesthetic of Dalit Literature*. Orient Longman
- d) **Civil Liberties/Resistance and Questioning Tolerance**. This module would debate on the ethics of censorship. Is censorship justified under certain circumstances? This section would historically trace the early cases of censorship and the legal battles fought to overturn the bans. For eg, books/stories like *Lihaf*, *Radhika Santhwan* etc which led to vociferous public debates. Many civil liberties movements in independent India also strive to work towards creating a more tolerant society. A brief discussion regarding such movements- PUDR, PUCL etc

Readings

- 1) L Konig, *Cultural Citizenship and the Politics of Censorship in Post-Colonial India: Media, Power, and the Making of the Citizen*, PhD Dissertation, Heidelberg, 2013
 - 2) Michael Mann, *The Sources of Social Power*, Vol 1, CUP, 1986
 - 3) Ratna Kapur *Who Draws the Line? Feminist Reflections on Speech and Censorship* *Economic and Political Weekly*, Vol. 31, No. 16/17 (Apr. 20-27, 1996)
 - 4) *Imposing Silence*, *International Human Rights Report*, University of Toronto, 2015
 - 5) Maqbool Fida Husam-Petitioner SAHMAT 2009
- e) **New Social Media and Censorship**. Social media platforms dominate the public and private domains and are apparently free of any kind of interference. However, private companies that run social media sites and search engines are the main arbiters of what gets communicated in the brave new world of cyberspace. And despite their good intentions and their claims to a free-speech-friendly philosophy, these companies employ "terms of service" that censor a broad range of constitutionally protected speech. As the

disclosures of Wikileaks and similar controversies prove that even social media is no stranger to censorship.

Readings

- 1) Lawrence Liang, Reasonable Restrictions and Unreasonable Speech, Sarai Reader 2004, Crisis/Media
- 2) Selected Judgments of the Supreme Court and High Courts- eg. judgment on the Right to Privacy

Assessment: The assessment pattern is as follows. Two written take home assignments of 35% each, class participation of 10% and class presentations will comprise 20%



Shailaja Menon

Signature of Course Coordinator(s)

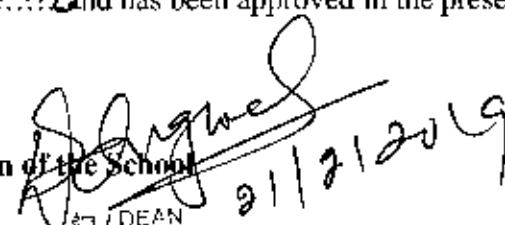
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on 20 April 2012 and has been approved in the present form.

Signature of the Dean of the School



21/2/2019

Dean / DEAN
 स्कूल ऑफ लीबरल स्टडीज
 School of Liberal Studies
 डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
 Dr. B. R. Ambedkar University Delhi
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 वेबसाइट / website www.sud.ac.in

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme(s)	History
Course title	Partition of Indian Subcontinent and its Aftermath
Course code	SLS2HS313
Credits	08
Course type (core/compulsory/optional/any other – please specify)	Seminar Paper for MA History Students in the final semester
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr.PallaviChakravarty (pallavi@aud.ac.in)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, it does connect with at least two courses within the MA History cohort (Communalism and Partition in India: Partitions in South Asia), as also a course offered in the School of Letters for MA English Students. This implies the students have already had access to secondary sources, and also have an idea of certain primary sources which would help them to write a fine seminar paper.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

NA

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

An equal number of students are ideally distributed among the teachers offering their respective seminar papers.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter course- semester long course

5. Proposed date of launch: January 2016 (has been introduced once)
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

As part of the seminar paper group, this is one of the many options offered by the teachers in the History group. It is in continuity with a few of the elective papers taught at the MA level. It enables students to also use resources and help from the CCK.

7. Course Details.

a. Summary:

This course encourages students to look at one of the most defining moments in the history of the subcontinent. There has been a shift in the historiography on partition with the focus now on the legacy left behind. The 'long Partition', as it has been termed by Vazira Zamindar, has several un or under explored themes which remains the focus of this seminar paper. At the same time with publication of many original documents of that period, research on this theme is greatly enabled. Thus, students would be encouraged to explore any one theme ranging from the meaning and celebration of independence in the subcontinent to what is left of the legacy of partition today. The idea is to understand this defining moment in the subcontinent's history from the perspective of what is its meaning rather than pondering on what led to this catastrophe for after all knowing or unknowingly we live with its consequences till date.

Students will have to engage with secondary as well as primary sources to explore several themes on this subject. The idea is to adopt an interdisciplinary approach in order to construct a 'total history' of this event, hence, apart from the conventional archives, students will also be encouraged to engage with alternate archives: literature, cinema, and oral testimonies. An attempt will be made to plug-in the gaps in our narratives on partition by exploring themes which have so far been dealt with rather sparingly.

Most of the sources are available in AUD and NMML libraries, but students will also need to engage with archival records as found in National Archives or if possible the state archives.

b. Objectives

For those interested in research, it is an introductory lesson in learning to use the primary and secondary sources, with respect to a very important theme in Indian history—the Partition of India.

c. Overall structure:

It is a Seminar Paper, involving individual research by students with supervision by the supervisor.

d. Contents: (brief note on each module; indicative reading list with core and supplementary readings)

These are some themes which can be looked into:

Suggested themes:

1. Remembering Partition: 'two faces of independence'—'celebration and consternation'; 'joy and sorrow'.
2. The State/Host and the refugees: conflict; conciliation, self-reliance
3. The Refugees and the 'other': community and caste perspective
4. The Margins: gender; caste; community; region

Suggested Readings:

Primary Sources—

National Archives of India

Ministry of Home Affairs

Ministry of External Affairs

Ministry of Relief and Rehabilitation

Rajendra Prasad Papers

Nehru Memorial Museum and Library

Newspaper collection

Collected Works of Mahatma Gandhi; Jawaharlal Nehru; Sardar Patel; B R Ambedkar; Mountbatten among others.

Manuscript Section for Institutional and Private Collection as well as Oral History records.

CAD and LAD for relevant years

Individual State Archives (if undertaking specific regional/city study) eg at Delhi State Archives; West Bengal State Archives

Oral history sources available at Cambridge South Asian Studies library; Partition Archives; BBC archives.

Memoirs (published and unpublished)

Secondary Sources (Indicative list)

Ansari, Sarah. *Life After Partition: Migration, Community and Strife in Sindh, 1947-62*, Karachi: OUP (2005)

Bagchi, Jasodhara and Dasgupta, Subhoranjan (ed.), *The Trauma and the Triumph: Gender and Partition in Eastern India*, 2 Vols, Kolkata: Stree (2003 and 2007)

Bardhan Kalpana, *Of Women, Outcastes, Peasants and Rebels: A Selection of Bengali Short Stories*. London: University of Calcutta Press (1990)

Bhalla, Alok. *Stories About the Partition of India*, New Delhi: Indus, 1994.

-- *Partition Dialogues: Memories of a Lost Home*. New Delhi. Oxford University Press. 2006

Bose, N K. Calcutta: 1964. *A Social Survey*. Calcutta Anthropological Survey of India (1968)

Bose, Pradip Kumar. *Refugees in West Bengal: Institutional Processes and Contested Identities*, Calcutta: Calcutta Research Group Oxford University Press (2000)

Butalia Urvashi, *The Other Side of Silence: Voices from the Partition of India*, New Delhi: Penguin (1998)

Chakrabarti Prafulla, *The Marginal Men: The Refugees and the Left Political Syndrome in West Bengal*, Kalyani, West Bengal: Lumiere Books (1990)

Chakravarty, Gargi. *Coming Out of Partition: Refugee Women of Bengal* New Delhi: Bluejay Books (2005)

Chatterji Joya, *Bengal Divided. Hindu Communalism and Partition, 1932- 1947*, Cambridge: Cambridge University Press (1995)

-- *The Spoils of Partition: Bengal and India, 1947-67*, Cambridge: Cambridge University Press (2007)

Chaudhuri, Pranati. *Refugees in West Bengal: A Study of Growth and Distribution of Refugee Settlements within the CMD*, Occasional Paper No. 55, Calcutta: Centre for Studies in Social Sciences, March 1983.

Chaudhuri, Sukanta. *Calcutta: The Living City* (2 vols) Delhi. Oxford University Press (1990).

Hasan Mushiruf (ed.), *India's Partition: Process, Strategy and Mobilization*, New Delhi: Oxford University Press (2001)

-- *Invented Boundaries: Gender, Politics and the Partition of India*, New Delhi: Oxford University Press (2000)

-- *India Partitioned The Other Face of Freedom*, 2 vols. New Delhi: Roli Books (1995).

Hasan, M and Roy A. *Living Together Separately Cultural India in History and Politics*, New Delhi: Oxford University Press (2005)

KaulSuvir (ed.), *The Partitions of Memory: The After life of the Division of India*, Delhi: Permanent Black (2001)

Kaur, Ravinder. *Since 1947: Partition Narratives among Punjabi Migrants of Delhi*, New Delhi: Oxford University Press (2007)

Menon Ritu and Bhasin Kamala, *Borders and Boundaries: Women in India's Partition*, New Delhi: Kali for Women (2000)

Nayar, Kuldip and Noorani, Asif. *Tales of Two Cities*, New Delhi: Roll Books, (2008).

Pandey, Gyanendra. *Remembering Partition: Violence, nationalism and History in India*, Cambridge: Cambridge University Press (2001)

Philips, C.H and Wainright, M.D, (eds), *The Partition of India: Policies and Perspectives 1935-47*, London: Allen and Unwin (1970)

Rai, Satya M. *Partition of the Punjab: A study of its Effects on the Politics and Administration of the Punjab (I): 1947-56*, New Delhi: Durga Publishers (1986)

Roy, Haimanti. *Partitioned Lives: Migrants, Refugees, Citizens in India and Pakistan, 1947-65*, New Delhi: OUP (2012).

Samaddar, Ranabir-(ed).-*Refugees and the State: Practices of Asylum Care in India, 1947-2000*, Calcutta: Mahanirban Research Group, Oxford University Press(2003)

-- (ed) *Reflections on partition in the East*, New Delhi: Vikash Publications(1997)

Sanyal, Jhuma. *Making of a New Space: Refugees in West Bengal*, Kolkata: RatnaPrakshan (2003)

Saksena, R.N. *Refugees: A Study in Changing Attitudes*, Bombay: Asia (1961).

Schendel, Willen van. *The Bengal Borderland: Bengal State of Nation in South Asia*. London: Anthem Press (2005)

Settar S and Gupta I.B *Pangs of Partition: The Human Dimension*, 2 Vols, New Delhi:ICHR, Manohar (2002)

Talbot, Ian. *Divided Cities: Lahore, Amritsar and the Partition of India*, Karachi: Oxford University Press (2006).

Talbot, Ian and Tatla, Singh Darshan (eds), *Epicentre of Violence: Partition Voices and Memories from Amritsar*, New Delhi: Permanent Black (2006)

Tan Tai Yong and Kudaisya Gyanesh, *The Aftermath of Partition*, London: Routledge(2000)

Zamindar, VaziraFazila. *The Long Partition and the Making of Modern South Asia*. New York: Columbia University Press (2007)

Assessment Details with weights:

1. **Written submission to be assessed by Supervisor : 75%**
2. **Oral Presentation to be assessed by History Faculty: 25%**

8. Pedagogy:

- a. Instructional design

This is a seminar paper; involving independent research by the students with inputs from Supervisor as and when required.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space: any other – please specify)

None.

- c. Expertise in AUD faculty or outside

There are several experts on this theme in our university.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital, labour research institutes and others)

Students who opt for this seminar paper are encouraged to visit the Archives (National or State depending upon their topic) and various libraries.

9. Assessment structure (modes and frequency of assessments)

There is a presentation component and submission of final paper. For the former, a grade is collectively arrived at by the history faculty (25% weightage), and the latter is graded by the Supervisor (75% weightage).

Signature of Course Coordinator(s)

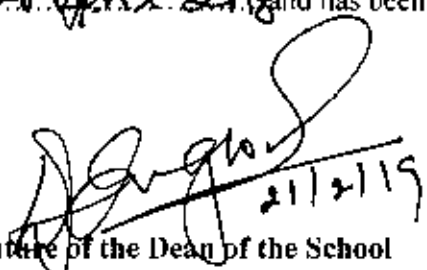
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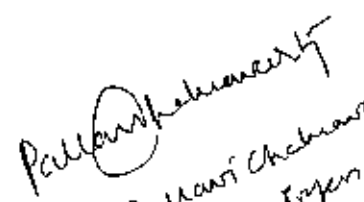
1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on... 20 April 2018 and has been approved in the present form.

Signature of the Dean of the School


 21/2/19
 Dean / DEAN
 स्कूल ऑफ लिबरल स्टडीज
 School of Liberal Studies
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 Dr. Pallavi Chakravarty
 Assistant Professor
 13/02/2019

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme	History
Course title	Labour, Land, Capital and State: The Experiences of Working People and Development in the Indian Subcontinent, 1600s-2010s
Course code	SLS2HS310
Credits	08
Course type (core/compulsory/optional/any other – please specify)	Seminar Paper for MA History Students in fourth semester
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA/PG
Course coordinator and team	Dr. Dhiraj Kumar Nite (dhiraj@aud.ac.in)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, it does connect to at least two courses within the MA History cohort: 'Labour Relations and Wellbeing, 1600s-1980s' and Economic History of Modern India.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Those who have done either of the courses: 'Labour Relations and Wellbeing' and 'Economic History of Modern India'. Those who have not done either of these two courses may opt for this seminar course after consultation with the supervisor.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Six to eight MA research students.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter semester.

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5. Proposed date of launch: January 2018

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

As part of the basket of seminar/research course, this is one of the many options offered by the teachers in the History group. It is in continuity with a few of the elective courses taught at the MA level.

7. Course Details:

a. Summary:

It deals with relationships between the experiences of working people, on one side, and the pattern of value formation and accumulation, on the other. It studies the life condition of productive classes, that is, the vast segment of Indian society and their place in the development discourses from circa 1600s to the contemporary time. It focuses on wage relations, work-time relations, workplace risk, safety efforts, the gendering of labour relation, familial life and leisure culture amongst the working people. Additionally, it considers that the relation of production and relation in production are the crucial variable for analysis of wellbeing and experiences of productive classes. Such analysis assumes that land, labour, capital and state-force are the principal components as not merely the factors of production but the latter three are also as social forces. They shape the course of development and bear its consequences.

This seminar course equips the budding researcher with the methodology concerned with its particular subjects, question formulation, narrative structure, conceptual and theoretical framework, and the generation of archival and oral data. It makes students engage with tools of analysis of everyday life, society and economy in terms of labour, land, capital, state and the wellbeing. It engages them in a discussion on the significance of comparative and connected histories. The course comments upon various approaches, such as behaviourist, liberal, structuralist, Marxian, postmodernist, post-structuralist and feminist applied to the study of productive classes, development and wellbeing.

b. Objectives

For those interested in research, it is an introductory lesson in learning to use the primary and secondary sources, with respect to the examination of labour practices, development patterns, and the condition of wellbeing.

c. Overall structure:

01-520

It is a Seminar Paper, involving individual research by students with supervision by the supervisor.

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

The categories of abstract labour, real labour, wellbeing and human life, forms of Labour/ work and Relations in Production (Work Relations)

Wages, Income, and Efficiency, Of Wage Funds, Relative Surplus-value, and reproduction relations

Work Time,

Work Hazards and Safety, Sexual Oppression and Security

Family, Community, Gender and Children

Alienation/Estrangement, and de-alienation

Wellbeing: its Contours and Foundations?

Ideas, Religion, Theatre and Leisure

Labour Migration and Recruitment, and Of the Expression of Social Forces

Labour Laws and the State-power

Primary source sample:

- Census Reports
- NSS Reports
- Gazetteers
- Departmental files of different ministries
- Newspapers, magazines, pamphlets and leaflets
- Memoirs, autobiographies and travelogue
- Wage and Price Reports
- Labour Yearbooks
- Capital Yearbooks

Secondary literature

Breman, Jan, 1993. *Beyond Patronage and Exploitation: Changing Agrarian Relations in South Gujarat*, Delhi: OUP.

Prakash, Gyan (ed), 1991. *The World of the Rural Labourers*, Delhi: OUP.

Chaudhary, Latika et al, 2016. *A New Economic History of Colonial India*, Cambridge: Cambridge University Press.

Bagchi, Amiya, 2002, *Capital and Labour Redefined: Indian and the Third World*, pp. 176-240, New Delhi: Tulika Press.

- Balachandran, G. 2012. *Globalising Labour?: Indian Seafarers and World Shipping, 1870-1945*, Delhi: OUP.
- Behal, Rana P. 2007. 'Power Structure, Discipline and Labour in Assam Tea Plantations during Colonial Rule', in Behal et al. (eds), *India's Labouring Poor*, pp. 143-172.
- Behal, Rana P. 2010. 'Coolie Drivers Or Benevolent Paternalists?: British Tea Planters in Assam and the Indenture Labour System', *Modern Asian Studies*, 44 (1), pp. 29-51.
- Bhattacharya, Sabyasachi, 2016. *Vernacularisation of the Labour Politics*, Delhi: Tulika Press.
- Bhattacharya, S. and Jan Lucassen (ed.), 2005, *Workers in the Informal Sector: Studies in Labour History 1800-2000*, Delhi: Macmillan.
- Chakrabarty, D. 1989. *Rethinking Working Class History: Bengal 1890-1940*, Princeton: Princeton University Press.
- Chakrabarty, Dipesh, 2001/07, Provincialising Europe: postcolonial thought and historical difference (Chapters: Two Histories of Capital; Translating Life-worlds into Labour and History).
- Chandavarkar, R. 1994/2002. *The origins of Industrial Capitalism in India: Business strategies and the working classes in Bombay, 1900-1940*, Cambridge: Cambridge University Press.
- Chibber, V. 2005. 'From Class Compromise to Class Accommodation: Labor's Incorporation into the Indian Political Economy', in Mary Katzenstein and Raka Ray (eds), *Social Movements and Poverty in India*, Rowman and Littlefield.
- Das, AN. 1986. *Worker and the Working-class*, Delhi: Manohar.
- Dasgupta, R. 1990. *Labour and the Working Class in Eastern India*, Calcutta: K&P Bagchi.
- Joshi, C. 2004. *Lost Worlds: Workers in the Kanpur Jute Mills*, Delhi: Permanent Black.
- Ker, Ian J. *Building The Railways of The Raj 1850-1900*, Delhi: OUP, 1997.
- Mohapatra, P. *Immobilising Labour: Recruitment under the the Indentured Labour System in Assam and West Indies*, A NLI paper series.
- Mohapatra, Prabhu. 2007/2006. "'Following Customs'?: Representations of Community among Indian Immigrant Labour in the West Indies, 1880-1920", in Behal, RP and Marcel van der Linden (eds), *India's Labouring Poor: Historical Studies 1600-2000*, pp. 173-202, Delhi: Cambridge University Press (IRSH 51 supplement 14).
- Nair, Janaki. 1998. *Miners and Millhands: Work, Culture and Politics in Princely Mysore*, Delhi: OUP.
- Gooptu, N. 2002. *The Politics of Labouring Poor*, Cambridge: Cambridge University Press.
- Nite, DK. 'Family, Work and the Reproduction of Life: The Phase of Early Industrialisation in the (Indian) Jharia Coalfields, 1890s-1940', in van der Linden, Marcel and Prabhu Mohapatra (eds.), *Labour Matters: Towards Global Histories*, pp. 82-105, Delhi: Tulika, 2009.
- Nite, DK. 'Reproduction Preferences and the Politics of Wage: Jharia Coalfield 1895-1970', *Studies in History*, vol. 30, no. 1, 2014.
- Nite, DK. 'Negotiating the Mines: The Safety Culture on the Indian Mines, 1895-1970', *Studies in History*, February 2019.
- Prakash, G. 1991. *The World of Rural Labour*, Delhi: OUP.
- Rai, Santosh Kr. 2012. 'Weaving Hierarchies: Production Networks of the Handloom Industry in Colonial Eastern Uttar Pradesh', *Studies in History*, vol. 28 (2), pp. 203-230.
- Ramaswami, Shankar. 2007. 'Masculinity, Respect, and the Tragic: Themes of Proletarian Humor in Contemporary Industrial Delhi', in Behal et al. (eds), *India's Labouring Poor*, pp. 203-228.

- Roy, Trithankar. 2005. *Rethinking Economic Change in India: Labour and Livelihood*, Oxon: Routledge.
- Sen, Samita. 1999. *Women and Labour in Late Colonial India: The Bengal Jute Industry*, Cambridge: CUP.
- Simeon, D. 1995. *The Politics of Labour under Late Colonialism: Workers, Union and the State in Chotanagpur, 1928-39*, Delhi: Manohar.
- Joshi, C. 2005. 'Women Labour in Kanpur', in S. Bhattacharya and Marcel van den Linden (eds), *Workers in the Informal Sector*, Delhi: Tulika Press.
- Upadhyay, SB. 2004. *Existence, Identity and Mobilisation: The Cotton Millworkers of Bombay, 1890—1919*. New Delhi: Manohar.
- Upadhyay, SB. 2011. 'Work and Untouchability: Experiences of Work in Dalit Autobiographies', in Behal, Rana P et al. (eds.), *Rethinking Work: Global Historical and Sociological Perspectives*, pp. 23-39, Delhi: Tulika.

Assessment Details with weights:

1. **Written submission to be assessed by Supervisor: 75%**
2. **Oral Presentation to be assessed by History Faculty: 25%**

8. Pedagogy:

a. Instructional design

This is a seminar paper, involving independent research by the students with inputs from Supervisor as and when required. A historiographical exercise in the first month of the course and its presentation; generation of archival and oral data in the subsequent months; and monthly presentation of the data analysis.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Library, classroom, projector, and support for the archival visits.

- c. Expertise in AUD faculty or outside

Within AUD.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital, labour research institutes and others)

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2019

Students who opt for this seminar paper are encouraged to visit the Archives (National and state) and various libraries.

9. Assessment structure (modes and frequency of assessments)

There is a presentation component and submission of final paper. For the former, a grade is collectively arrived at by the history faculty (25% weightage), and the latter is graded by the Supervisor (75% weightage).

YKNITE
Signature of Course Coordinator(s)

Dhiraj Kumar Nite

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.. 2.2.2019.. and has been approved in the present form.

Dhiraj Kumar Nite
Signature of the Dean of the School 21/2/19

DEAN
School of Liberal Studies
Dr. B. R. Ambedkar University Delhi
Lohian Road, Gurgaon, Haryana-122006
www.sud.ac.in

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Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme(s)	Sociology
Course title	Transnational Feminisms
Course code	SLS2SC210
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Niharika Banerjea

1. Does the course connect to, build on or overlap with any other courses offered in AUD? Transnational Feminisms introduces students to the theories, practices and research around the topic. It does not conflict with any other courses offered in AUD, but connects to overall concerns around feminisms and gender – substantive topics that are taught by various faculty and programmes at AUD.
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
There are no pre requisites for this course.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size for MA classes.
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Semester-long course.
5. Proposed date of launch:
Winter 2016.

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Transnational Feminisms is a course that resonates with AUD's vision of engaging with social justice concerns in a liberal arts setting. As part of the Sociology programme, Transnational Feminisms also resonates with Sociology's vision of engaging with gender and feminist issues for effective social change and transformation.

7. Course Details:

a. Summary:

This course will introduce students to select theories, practices and research around transnational feminisms. The key attempt is to understand the desire, need and practice for and of cross-border research and activism. The course operates with the term cross-border as both a geographical category as well as a term to indicate differences across gender, sex, caste, class, race, religion within national territories. Together, we will discuss the historical as well the contemporary contexts within which scholars, activists and scholar-activists understand, critique and act upon inequalities around gender and sexuality as they are produced through intersecting inequalities around class, race, caste, nation and religion. Along the way, we will also look at the practices, possibilities and challenges surrounding cross-border solidarities and alliances.

b. Objectives:

- Develop a critical awareness about the question of difference and collaboration.
- Situate intersecting inequalities around gender, sexuality, race, class, caste, religion within critiques of colonialism, global capitalism, nationalism.
- Understand the link between social justice concerns and cross-border alliances.

c. Overall structure:

Lecture and discussion based.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: A brief about feminisms

This module aims to understand some key concerns in feminist scholarship and activism, especially in and around the context of India. Along the way, we will note how feminism emerges as a response to the particularities of universalizing discourses embedded in imperial and post-colonial states and communities, as well as explore the links between transnational feminism and sociology.

Weeks 1, 2, 3

Essential readings:

- Patil, Vrushali. 2011. "Transnational Feminism in Sociology: Articulations, Agendas, Debates." *Sociology Compass* 5/7: 540-550.
- Menon, Nivedita. 2009. "Sexuality, Caste, Governmentality: Contests over "Gender" in India." *Feminist Review* 91: 94-112.

- Chatterjee, Angana P. 2012. "Witnessing as Feminist Intervention in India-Administered Kashmir." Ania Loomba and Ritty A. Lukose eds. *South Asian Feminisms*. Zubaan: New Delhi: 181-201.
- Sen, Rukmini. 2014. "Mapping Women's Activism in India." *Resistances, reforms and (re)-creation*. Routledge Handbook of Gender in South Asia, Routledge: London and New York: 333-346.

Supplementary readings:

- Chandra, Meghna. 2016. "Freedom to Dissent: From Delhi to Ferguson." The Hampton Institute. <http://www.hamptoninstitute.org/from-delhi-to-ferguson.html#.XDhflly2B3FQ>
- Dhrobo Jyoti. 2017. "Being a Queer Dalit and the Assertion of Dalit Identities in Pride Marches." *Feminism in India*. <https://feminisminindia.com/2017/06/22/queer-dalit-assertion-pride-marches/>
- Rangopal, Ankita. 2018. "Gender-Neutral Rape Laws: What About the Transgenders." The Leaflet. <https://theleaflet.in/editorspic/gender-neutral-rape-laws-what-about-the-transgenders/>
- EPW Engage. 2018. "Personal Laws vs. Gender Justice. Will a Uniform Civil Code Solve the Problem." <https://www.epw.in/engage/article/personal-laws-versus-gender-justice-uniform-civil-code-solution>
- Chowdhury, Romit and Zaid Al Baset. 2015. "Men Doing Feminism in India: An Introduction". *Economic and Political Weekly*, Volume L, No. 20: 29-32.
- Bhabra, Gurminder. 2015. "Postcolonial and Decolonial Reconstructions." *Connected Sociologies*. London: Bloomsbury Academic, 2014. 117-140. *Bloomsbury Collections*.

Module 2: 'Global sisterhood' and its critique

This module undertakes a brief overview of international/global feminisms and liberal feminisms and arrives at a critique of that through the writings of women of color academic-activists in the United States. Such critique emerges from within the institutional spaces of the academia and the collective spaces of grassroots movements to question the silences of the 'global sisterhood' discourse.

Weeks 4, 5

Essential readings:

- Morgan, Robin. 1996. "Introduction: Planetary Feminism: The Politics of the 21st Century." Robin Morgan ed. *Sisterhood is Global: The International Women's Movement Anthology*. New York: The Feminist Press: 1-37.
- Audre Lorde. 1984. "Age, Race, Class and Sex: Women Redefining Difference." *Sister Outsider*. Berkeley: Crossing Press: 114-123.
- Grewal, Inderpal & Caren Kaplan. 1994. "Introduction." Inderpal Grewal and Caren Kaplan ed. *Scattered Hegemonies: Postmodernity and Transnational Feminist Practices*: 1-36.
- Alexander, M. Jacqui and Chandra Talpade Mohanty. 1997. "Introduction: Genealogies, Legacies, Movements." M. Jacqui Alexander and Chandra Talpade Mohanty eds. *Feminist Genealogies, Colonial Legacies, Democratic Futures*. New York: Routledge: xiii-xliii.

Supplementary readings:

- Lorde, Audre. 2003. "The Master's Will Never Dismantle the Master's House." Reina Lewis and Sara Mills eds. *Feminist Postcolonial Theory: A Reader*. New York: Routledge: 25-28.

- Rich, Adrienne. 2003. "Notes Toward a Politics of Location." Reina Lewis and Sara Mills eds. *Feminist Postcolonial Theory: A Reader*. New York: Routledge: 29-42.

Module 3: When are feminisms transnational or when is a feminist response transnational?

The contested nature of 'transnational' is elaborated in this module. A range of writings is engaged with to understand how the transnational emerges through imperatives to understand the differential effects of scattered colonialisms, neoliberalisms and homonationalisms. Contexts across the United States and India (among others) are engaged with in an attempt to (dis)locate hegemonic narratives.

Weeks 5, 6, 7

Essential readings:

- Mohanty, Chandra Talpade. 1991. "Under Western Eyes: Feminist Scholarship and Colonial Discourses." *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press: 51-80.
- Narayan, Uma. 1997. "Cross-Cultural Connections, Border-Crossings, and 'Death by Culture': Thinking about Dowry-Murders in India and Domestic-Violence Murders in the US." *Dislocating Cultures: Identities, Traditions, and Third World Feminism*. New York: Routledge: 81-118.
- Puar, Jasbir. 2007. "Preface", "Introduction: Homonationalism and Biopolitics" and "Conclusion" in *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press: ix-xxviii; 1-36 and 204-222.
- Banerjee, Niharika and Debanuj Dasgupta. 2013. "States of Desire: Homonationalism and LGBT Activism in India." *Sanhati*. June 6 2013 <http://sanhati.com/articles/7185/>
- Puar, Jasbir. 2017. "Preface," and "Introduction: The Cost of Getting Better" in *The Right to Maim: Debility, Capacity, Disability*. Durham: Duke University Press: x-xxiv and 1-31.
- Naples, Nancy. 2002. "Changing the Terms Community Activism, Globalization and the Dilemmas of Transnational Feminist Praxis". Nancy Naples and Manisha Desai ed. *Women's Activism and Globalization: Linking Local Struggles and Transnational Politics*. New York and London: Routledge: 3-14.

Supplementary readings:

- Mohanty, Chandra Talpade. 2003. "'Under Western Eyes' Revisited: Feminist Solidarity through Anticapitalist Struggles." *Signs: Journal of Women in Culture and Society* 2(2): 499-535.
- John, Mary E. edited. 2008. *Women's Studies in India: A Reader*. New Delhi: Penguin. Section on Caste and Tribe: 442-491.
- Kim-Puri. 2005. "Conceptualizing Gender-Sexuality-State-Nation." *Gender and Society* 19(2):137-159.
- Menon, Nivedita. 2015. "Is Feminism about 'Women'? A Critical View on Intersectionality from India." *Economic and Political Weekly*. L(17): 37-44.
- John, Mary E. 2015. "Intersectionality: Rejection or Critical Dialogue." *Economic and Political Weekly*. L(33): 72-76.
- Desai, Manisha. 2015. "Critical Cartography, Theories and Praxis of Transnational Feminisms." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 116-130.

Module 4: Transnational feminist organizing, navigations, and movements

This module discusses examples of feminist organizing to understand how collectives respond to the effects of colonialisms, neoliberalisms and homonationalisms across contexts, and engage with differential locations in the process.

Weeks 8, 9, 10, 11

Essential readings:

- Mohanty, Chandra Talpade. 2006. "Sisterhood, Coalition, and the Politics of Experience" and "Women Workers and the Politics of Solidarity." *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. New Delhi: Zubaan: 106-123 and 139-168.
- Deo, Nandini. 2012. "Indian Women Activists and Transnational Feminism over the Twentieth Century." *Journal of Women's History*. 24(4): 149-174.
- Mahanta, Upasana. 2012. "Transnational Activism and Dalit Women's Movement in India." Hedi Moksnes and Mia Melin eds. *Global Civil Society: Shifting Powers in a Shifting World*. Uppsala: Uppsala University Press: 140-148.
- Halim Chowdhury, Elora. 2015. "From Dhaka to Cincinnati: Charting Transnational Narratives of Trauma, Victimization, and Survival." In *Contesting Feminisms: Gender and Islam in Asia*. Ed. by Huma Ahmed Ghosh. Albany: SUNY Press: 207-225.
- Carty, Linda E. and Chandra Talpade Mohanty. 2015. "Mapping Transnational Feminist Engagements: Neoliberalism and the Politics of Solidarity." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 99-132.
- Kazi, Seema. 2015. "South Asia's Gendered "Wars on Terror." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 668-696.
- Shah, Svati P. 2012. "Sex workers' rights and women's movements in India: A Very Brief Genealogy." Srila Roy ed. *New South Asian Feminisms*. London, New York: Zed Books: 27-43

Supplementary readings:

- Moghadam, Valentine. 2015. "Transnational Feminist Activism and Movement Building." Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 53-81.
- Grewal, Inderpal. 2005. "'Women's Rights as Human Rights': The Transnational Production of Global Feminist Subjects." *Transnational America: Feminisms, Diasporas, Neoliberalisms*. Durham: Duke University Press. 121-157.

Module 5: Transnational feminist collaboration and praxis

Collaborations across academic and activist spaces, including their methodological premises and challenges are discussed in this module. The selected texts help understand how one can 'do' transnational research that is more than reflexive research.

Weeks 12, 13

Essential readings:

- Chakravarty, Debjani. 2015. "On Being and Providing "Data": Politics of Transnational Feminist Collaboration and Academic Division of Labour." *Frontiers: A Journal of Women Studies*, Volume 36.3, winter 2015.
- Sangtin Writers and Richa Nagar. 2006. "Introduction", "The Beginnings of a Collective Journey", "Challenges of NGOization and Dreams of Sangtin" and "Postscript: NGOs, Global Feminisms, and Collaborative Border Crossings". *Playing with Fire: Feminist Thought and Activism through Seven Lives in India*. Minneapolis: University of Minnesota Press: XXI-XXLVII, 3-14, 110-155.
- Bacchetta, Paola and Marcelle Maese-Cohen. 2010. "Decolonial Praxis: Enabling Intranational and Queer Coalition Building." *Qui Parle: Critical Humanities and Social Sciences*. 18(2): 147-192.

- Browne, Kath, Niharika Banerjee, et al. 2017. Towards Transnational Feminist Queer Methodologies, *Gender, Place & Culture*, 24:10, 1376-1397.
- Amrita Chhachhi and Sunila Abeysekera. 2015. "Forging a New Political Imaginary: Transnational Southasian Feminisms" in Rawwida Baksh and Wendy Harcourt ed. *The Oxford Handbook of Transnational Feminist Movements*. Oxford: Oxford University Press: 553-577.

Supplementary readings:

- Nagar, Richa and Amanda Lock Swarr. 2010. "Theorizing Transnational Feminist Praxis." *Critical Transnational Feminist Praxis*. Minneapolis: University of Minnesota Press: 1-22.
- Alexander, M. Jacqui and Chandra Talpade Mohanty. 2010. "Cartographies of Knowledge and Power: Transnational Feminism as Radical Praxis." *Critical Transnational Feminist Praxis*. Minneapolis: University of Minnesota Press: 23-45.
- Nagar, Richa. 2014. "Introducing Muddying the Waters: Coauthoring Feminisms across Scholarship and Activism", "Reflexivity, Positionality, and Languages of Collaboration in Feminist Fieldwork", "Representation, Accountability, and Collaborative Border Crossings: Moving Beyond Positionality", "Traveling and Crossing, Dreaming and Becoming: Journeys after Sangtin Yatra", and "Four Truths of Storytelling and Coauthorship in Feminist Alliance Work". *Muddying the Waters: Coauthoring Feminisms Across Scholarship and Activism*. Minneapolis: University of Minnesota Press: 1-22, 81-104, 105-123, 124-157 and 158-182.

8. Pedagogy:

- a. Instructional design
Lecture and discussion format
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
No special requirements
- c. Expertise in AUD faculty or outside
AUD faculty working on feminisms.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
No linkages with external agencies required.

9. Assessment structure (modes and frequency of assessments)

In-class participation = 20% (10 + 10)
Group presentation = 20%
Review paper = 30%
Term paper = 30%

Niharika Banerjee

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on....17. Nov. 2016...and has been approved in the present form.

Signature of the Dean of the School

21/2/19
DEAN
सूल अणु अध्ययन मंडळ
School of Liberal Studies
डॉ. बी. आर. अम्बेडकर विश्वविद्यालय दिल्ली
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Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme(s)	Sociology
Course title	Sociology of Work and Health
Course code	SLS2SC212
Credits	4 (Four)
Course type (core/compulsory/optional/any other – please specify)	Elective (open to both batches along with students from MA Programme in SHS, SDS)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Rinju Rasaily (rinju@aud.ac.in)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Given the MA Programme structure with core courses such as ‘Social Theory’, ‘Protests, Movements and Transformations’ and other courses such as ‘Organisational Exposure’ offered in the first-two programme semesters, this course will both connect and complement these within its specific framework of theoretical approaches around sociology of work through the lens of health.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

NA

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Usual cohort size

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter course- semester long course

5. Proposed date of launch: January 2016

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course specifically uses an interdisciplinary approach which aligns with the overall vision of AUD. With respect to the MA Sociology Programme, this elective course seeks to substantiate the core and provide an elective option to students to explore areas around work and health raising sociological questions.

7. Course Details:

a. Summary:

The aim of this course is to engage students in understanding the key perspectives around work and health using a sociological lens. It seeks to focus upon the changing perspectives around work particularly by understanding the shifts towards flexible specialisations. Such processes have created a burgeoning informal sector however, integrated with the global economy. The modules as designed in this course will attempt to understand the impact on health and the ensuing health care policies in particular work situations in contemporary India. Although there are varied perspectives on Sociology of work this course will pitch in particularly at a more recent juncture towards new forms of work organisation and its precariousness to health as the distinctive area of investigation. Thus health as a category is exemplified as a crucial sociological indicator throughout this course. The social aetiology of disease causation as embedded in the socio-political and economic context is the foci and strength of this course. Thus, an engagement with select readings will help in defining the pedagogical structure. The assessment of students will be carried out through active class participation based on the discussions and presentations and classroom tests as well as field visits to either factories/ sites of organising workers. The latter would empirically provide students insights and enable them to raise questions of sociological relevance linking with readings and lectures. Also special lectures as part of the course will be organised that will help students to gain insights on epidemiology, industrial relations More importantly what such shift towards informality does to the nature of collective bargaining processes is examined subsequently in this course having policy level implications. This will enable students to perceive what predominates within the governmental mechanisms of regulations on work and health. Towards the end of this course it should enable the students to reflect and think upon everyday life situations of those engaged in various forms of work activities and its associated precariousness to health along the fractured lines of marginalities of caste, class and gender.

b. Objectives

1. To equip the students with key concepts and approaches around sociology of work and health
2. To engage the students in understanding the changing perspectives around work and health
3. To expose students to various methodological insights through readings and lectures with the use of both quantitative and qualitative data

c. Overall structure:

This course is structured across seven modules as is meant for the entire semester with intensive reading in each module.

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Unit 1: Basic Concepts and Methodological Issues on Work and Health

This unit underlines the basic concepts around work and health by examining the elements of conditions at work, the meaning of workplace; health, disease, illness and injury and hazards at workplace. The key methodological issues used in the understanding and key determinants of health are introduced in this unit. This would provide clarity on the various methodologies that can be adapted in the understanding of health issues at work.

1. Basic concepts
 - a. Work/Workplace
 - b. Conditions at work
 - c. Health, illness and disease
 - d. Injury and Hazards at workplace
 - e. Gender and health

2. Methodological perspectives on Work and Health

Essential Readings:

1. Antunes, Ricardo. 2013. *The Meanings of Work: Essays on the Affirmation and Negation of Work (Historical Materialism Book Series)*. Netherlands: Brill.
2. Baum, Frances. 1995. Researching Public Health: Behind the Qualitative – Quantitative Methodological Debate, *Social Science and Medicine*, Vol 40 (4), pp 459-468
3. Park, K. 1995. Park's Textbook of Preventive and Social Medicine, 14th Edition, Banarsidas Bhanot Publishers, Jabalpur, pp 11-22.
4. Ravindran, T.K. Sundari. 1992. Engendering Health, *Seminar* 396, 21-25.

5. Wilkinson, Carol. 2001. *Fundamentals of Health at Work, The Social Dimension*, London, Taylor & Francis, London, Chapter 1

Supplementary Readings

1. George, Sobin and Shalini Sinha Eds. 2017. *Redefined Labour Spaces: Organising Workers in Post-Liberalised India*. Routledge.
2. Upadhyay, Carol. 2016. *Reengineering India: Work, Capital, and Class in an Offshore Economy*. New Delhi: Oxford University Press.

Unit 2: Perspectives on Work and Health I

Public Health, Workplace Health and Safety and Epidemiological Perspectives

This unit on Perspectives on Work and Health unit begin with a historical overview on industrialisation process and its aftermath with respect to conditions at work and health in Great Britain then linking the colonial/administrative measures taken in India. Three key perspectives are used in understanding health - the public health perspective, the workplace health perspective and the epidemiological perspective. Through select readings on these approaches the sociological dimensions at work particularly in the *changed context towards flexible specialisation and work informality in the present context* is addressed.

1. Public Health
2. Workplace wellbeing and workplace safety
3. Epidemiology

Essential Readings

1. Engels, Frederick. 1845. *The Condition of the Working Class in England*, Progress Publishers, Moscow, 41-62.
2. Leigh, J. et al. 1999. Global Burden of Disease and Injury due to Occupational Factors, *Epidemiology*, September, Vol 10 (5), 626-631.
3. Navarro Vicente and Lelyu Shi. 2001. The political context of social inequalities and health, *Social Science and Medicine*, Vol 52, pp 481-491.
4. Nichols, Theo. 1987. *The Sociology of Industrial Injury*, Mansell Publishing Ltd, London, Chapter 5, pp 81-120.
5. Qadser, I. and Dunu Roy. 1989. Work, Wealth and Health: Sociology of Workers' Health in India, *Social Scientist*, Vol 17 (5/6), May-June, 45-92.
6. Wilkinson, Carol. 2001. *Fundamentals of Health at Work, The Social Dimension*, London, Taylor & Francis, London, Chapters 1, 2, 4 &5.
7. Ostlin Pirooska. 2002. Examining Work and its effects on Health in Gita Sen et al (Ed.): *Engendering International Health The Challenge of Equity*, MIT Press, Cambridge, Massachusetts, 63-81.

Supplementary Readings

1. Day, Arla. et al. (eds.) 2014. *Workplace Well-being: How to Build Psychologically Healthy Workplaces*. UK: Wiley-Blackwell.
2. Banerji D. 2005. Politics of rural health in India, *Indian Journal of Public Health* Vol 49 (3), pp 113-122.
3. Giddens A. 1971. *Capitalism and Modern Social theory*, Cambridge University Press, chapter 4, pp 46-66

Unit 3: Perspectives on Health II

1. Ecology
2. Socio-cultural-aspects to health

Socio-cultural and Ecological perspectives

This unit addresses on two other perspectives on health – the socio-cultural and the ecological through the discipline of medical anthropology and human ecology. How community/society responds to and addresses to questions around health and ecology are examined through select readings in this module thereby enabling students to get a understanding around the interface between socio-cultural and ecological domains and health.

Essential Readings

1. Akram, Mohammad.2014. *Sociology of Health*. Jaipur: Rawat.
2. Benton, T. 2003. *Ecology, Health and Society: Red-green perspectives* in Williams, S.J., Lynda, B, & Gillian, A.B. *Debating Biology: Sociological reflections on Health, Medicine and Society*. Routledge (pp.283-297)
3. Sujatha, V. 2014. *Sociology of Health and Medicine: New Perspectives*. New Delhi: Oxford University Press, Delhi.

Supplementary Readings

1. McElroy, A., & Townsend. P.K. 2009. *Medical Anthropology in an Ecological Perspectives*. West View Press. Chapters 1, 4 & 9

Unit 4: Organisation of Work and Informality in contemporary India

This unit seeks to reiterate the need to understand how certain nuanced factors, for instance informality of work in contemporary India gets juxtaposed in prioritising health needs. Importantly, with flexibilisation of work in a post-globalised era leads to negative health

outcomes. Using both qualitative and quantitative insights this unit draws associations with precariousness of work, work organisation and health outcomes.

1. Informality and precariousness
2. New forms of work organisation
3. Flexible work and health

Essential readings

1. Benach, J. Et.al. 2002. The consequences of flexible work for health? Are we looking at the right place? *Journal of Epidemiology and Community Health*. Vol 56, Issue 6, pp 405-406.
2. Breman, Jan. 1996. *Footloose Labour: Working in India's Informal Economy*. New York: Cambridge University Press.
3. Neethi, P. 2009. *Globalisation Lived Locally: New forms of control, conflict and response among labour in Kerala, examined through a labour geography lens*, Working Paper, Centre for Development Studies, Trivandrum.
4. Week, Kathi. 2011. *The Problem with Work: Feminism, Marxism, Antiwork Politics, and Postwork Imaginaries* (A John Hope Franklin Center Book) Paperback: Duke University Press.

Supplementary Readings

1. Holmstrom, Mark. 1984. *Industry and Inequality. The Social Anthropology of Indian Labour*, Cambridge University Press, Cambridge in association with Orient Longman.
2. Mamkootam, Kuriakose. 2003. *Labour and Change: Essays on Globalization, Technological Change and Labour in India*. New Delhi: Sage.
3. NCEUS. 2009. *The Challenge of Employment in India: an Informal Economy Perspective*, New Delhi: National Commission for Enterprises in the Unorganised Sector, http://dcmsmc.gov.in/The_Challenge_of_Employment_in_India.pdf (accessed on 19 April 2015).

Unit 5: Changing forms of Industrial Relations and collective bargaining

This unit on industrial relations draws attention to the sociological and anthropological studies around industrial labour across sectors. It also brings forth the changes in the nature of collective bargaining processes in contemporary India.

1. Industry and labour
2. Understanding industrial relations
3. Shifts in forms of collective bargaining

Essential Readings

1. Agarwala, R. 2013. *Informal Labour, Formal Politics and Dignified Discontent in India*. New Delhi: Cambridge University Press.

2. Ahn, P.S. and Ahn, Y. 2012. 'Organising Experiences and Experiments among Indian Trade Unions: Concepts, Processes and Showcases', *The Indian Journal of Labour Economics*, 5(4): 573–593.
3. Bhattacharya, Sabyasachi & Rana P. Behal (eds.) 2016. *The Vernacularization of Labour Politics*. New Delhi: Tulika.
4. Bhowmik (2012): *Industry, Labour and Society*, Orient Blackswan, Delhi.
5. Das A. and R. Agarwal (eds). 2000. *Down and Out: Labouring under Global Capitalism*. New Delhi: OUP.
6. George, S.(2007): *Unionisation and Collective Bargaining in India: Contextualising the Disciplining of Labour Space in the Flexibility Regime*, *Labour File*, Vol 5, Nos 1 &2
7. Kling, B.B. (1998): *Paternalism in Indian Labor: The Tata Iron and Steel Company of Jamshedpur*, *International Labour and Working Class History*,-53; pp 69-87
8. Sen, Sukomoal (2013): *Working Class of India, History of Emergence and Movement 1830-2010*, Prajasakti Book House, Hyderabad, pp 31-50
9. Sundar, K. R. S. 2015. 'Industrial Conflict in India in the Post reform Period: Who Said All Is Quiet on the Industrial Front?'. *Economic and Political Weekly*, 50(3): 43–53.

Supplementary Readings

1. Breman, Jan. 2012. *Outcast Labour in Asia: Circulation and Informalization of the Workforce at the Bottom of the Economy*. New Delhi: OUP.
2. Datt, Ruddar, (ed). 1997. *Organising the Unorganized Workers*. New Delhi: Vikas Publishing House.
3. Davala, Sarath.1994. *The Unprotected Labour*. New Delhi: Friedrich Ebert.
4. Seminar. 2003. *Footloose Labour: A symposium on livelihood struggles of the informal workforce*. No. 531, November.

Unit 6: Regulatory Framework and Policy Building

This last unit on regulation framework and policy building, caters to examining the regulatory frameworks that particularly exist for the organised as well as the unorganised sectors with respect to conditions at work and health. By examining various policy documents and the critiques around it, the course also gets enriched with understanding the key findings from macro data from sources such as the National Sample Survey Organisation.

1. Labour legislations: an overview
2. Understanding reforms and its health implications

Essential Readings

1. Acharya, Binoy (undated): *Occupational Health and Safety in India: Legislations Inadequate*, Society for Participatory Research in India, New Delhi

2. Banerji Debabar. (2014): Political accountability for Outbreaks of Communicable diseases. *Economic and Political Weekly*, Vol 29 (13), 29 March 2014, pp 13-15.
3. Ghosh, Piyali and Shefali Nandan. 2017. *Industrial Relations and Labour Laws*. New Delhi: McGraw Hill Education.
4. Roychowdhury Anamitra. 2015. Recent changes in labour laws and their implications for the working class, *Sanhati*, January 13, 2015(<http://sanhati.com/excerpted/12592/>)
5. Shiva Kumar, A. K. et.al. 2010. Inequities in Access to Health Services in India, *Economic and Political Weekly*, Vol 45 (38) pp 49-58

Supplementary Readings

1. NSSO Report (2014): Key Indicators of Social Consumption in India- Health, NSS 71st Round (Jan- June 2014), Ministry of Statistics and Programme Implementation, GOI.
2. Website of the Ministry of Health and Family Welfare for policy documents. (www.mohfw.nic.in)

Assessment Details with weights:

1. Attendance and In-class participation	25%
2. Field visit (group assignment)	20% (2 nd week March)*
3. Group Presentations	20% (3 rd week March)
4. End-Term paper	35% (2 nd week April)

* Field visit will be arranged by the Course Coordinator

Reference Journals:

1. Bulletin of the World Health Organization
 2. *Indian Journal of Community Medicine*
 3. *Indian Journal of Occupational and Environmental Medicine*
 4. *Indian Journal of Public Health*
 5. *Indian Journal of Social Work*
 6. *Labour & Industry: A Journal of the Social and Economic Relations of Work*
 7. *Public Health*
 8. *Social Science and Medicine*
 9. *WHO South East Asia Journal of Public Health*
 10. *Work, Employment and Society*
8. Pedagogy:
- a. Instructional design

This is a four credit course, therefore having weekly lectures of four hours. Class interaction is encouraged in these lectures.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Class rooms as required

- c. Expertise in AUD faculty or outside

—AUD Faculty members with-expertise in Environment and health and human ecology would be engaged in taking few lectures. Outside faculty members with experience in labour administration/enforcement as well as representatives of workers collectives would be sought for special lectures.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital, labour research institutes and others)

As part of assessment, a field trip would be organised for students that would provide them with an exposure to understand issues around work and health.

9. Assessment structure (modes and frequency of assessments)

The assessment structure would include three forms of assessment. The first assessment would be a class test (30% weightage) based on readings and class discussions. The second will be a group assessment (40 percent weightage) will include – i) visit to one of the worksites or a factory with the support of AUD in consultation with Ministry of Labour and Employment, GOI or Department of Community Medicine, Maulana Azad Medical College ii) a field report submitted and presented by each respective group. The final assessment (30% weightage) would a take-home assignment based on select readings and class discussions.


Signature of Course Coordinator(s)

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Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on... 17... Nov 2015... and has been approved in the present form.



21/2/2015

Signature of the Dean of the School

DR / DEAN
 School of Liberal Studies
 University Delhi
 Delhi 110008

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Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Liberal Studies
Programme(s)	Sociology
Course title	Capital, Value and Infrastructure
Course code	SLSXXX
Credits	4 (Four)
Course type (core/ compulsory/ optional/ any other – please specify)	Elective (open to both MA batches in Sociology, and MA in other schools)
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Preeti Sampat (psampat@aud.ac.in)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The MA Sociology Programme structure offers core courses such as 'Social Theory,' 'Economy, Polity and Society,' 'Protests, Movements and Transformations' and other courses such as the 'Sociology of Agriculture' in the first three programme semesters. 'Capital, Value and Infrastructure' will complement these by engaging theoretical and empirically rich readings linking political economy, development and society through the vantage point of capital, value creation and the role of infrastructure.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

NA

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Regular cohort size

4. Course scheduling; (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter course- semester long course

5. Proposed date of launch: January 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course uses an interdisciplinary approach in keeping with the overall vision of liberal studies at AUD. The course readings include approaches to infrastructure from the disciplines of Geography, Economy, History, Politics, Anthropology and Sociology. As an elective, the course substantively links with existing core courses such as Economy Polity and Society, Sociological Theory, Sociology of Indian Society, and elective courses such as Agrarian Sociology.

7. Course Details:

a. Summary:

The more production comes to rest on exchange value, hence on exchange, the more important do the physical conditions of exchange – the means of communication and transport – become for the costs of circulation. Capital by its nature drives beyond every spatial barrier. Thus the creation of the physical conditions of exchange of the means of communication and transport – the annihilation of space by time – becomes an extraordinary necessity for it (Marx 1993: 524).

The materiality of infrastructure allows for the possibility of exchange and circulation of not just goods and people but also finance, power, water, waste, information and ideas, among other things. Infrastructure also signifies aesthetic and affective desire and possibility especially in the form of desirable development. The possibilities of exchange, circulation, and aesthetic and affective desire are in fact animated by paradigms of development. A small scale local infrastructure project such as a micro-hydel project may be ecologically sustainable but economically unproductive to higher growth rates, suggesting divergent development paradigms. However, capitalist infrastructures are also hegemonic infrastructures necessitating clarity in their analyses and comprehension.

This course explores the relations of capital, value and infrastructure theoretically and empirically by bringing infrastructure studies in relation with the analysis of capital and value. The dialectical relationships between the theoretical and the concrete; the affectual and the physical; and the fixed and the mobile materiality of infrastructure are emphasized. Where does value originate? How do capitalist relations give rise to value? What is the role of infrastructure in the accumulation and circulation of surplus value, or capitalist development? And how do state actors and policy influence infrastructure? Building on classical analyses of capitalism, the readings develop a comprehensive understanding of the capitalist production of space and society through infrastructure development. While emphasising the plurality of approaches in infrastructure studies, the course equips students to analyse hegemonic infrastructures of capital. The readings help frame questions around unequal access and control over infrastructures with unequal citizenship, unmet aspirations, the violence of dispossession and resistance that mark unequal infrastructural relations in diverse contexts. This will then potentially pave the way for engaging equitable and ecologically appropriate paradigms for infrastructure (and value) that students will explore through project work and individual papers.

b. Objectives

1. To equip students with a foundational knowledge of the key theoretical, conceptual and empirical materials that connect capitalist relations, value creation and infrastructure development historically, and in contemporary times.
2. To introduce students to the emergent field of infrastructure studies and the plurality of approaches it encompasses.
3. To expose students to a diverse range of disciplinary approaches, empirical contexts and methodological tools through readings, lectures and project work.

c. Overall structure:

This course is structured over five modules across the semester. Each module is reading intensive and we will cover a range of theoretical and empirical materials. The course also involves a field visit to an infrastructure development site. It includes group and individual project work.

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Thinking About Infrastructure

This module maps the epistemological and ontological preoccupations of infrastructure studies as an emerging field of investigation. From its emergence in French civil engineering to the plural approaches of the anthropology of infrastructure, we go over key approaches and their insights animating the field of infrastructure studies.

1. Carse, A. 2016. "Keyword: Infrastructure— How a Humble French Engineering Term Shaped the Modern World." In *Infrastructures and Social Complexity: A Routledge Companion*. Harvey, P., C. B. Jensen, and A. Morita (eds.) London: Routledge.
2. Larkin, B. 2013. 'The Politics and Poetics of Infrastructure.' *Annual Review of Anthropology*. 42: 327-343.
3. McFarlane, C. and S. Graham. 2014. *Infrastructural Lives*. New York: Routledge. (Selections)
4. Nolte, A. 2016. 'Political infrastructure and the politics of infrastructure.' *City*. 20(3): 441-454.
5. Wilson, A. 2016. 'The Infrastructure of Intimacy.' *Signs: Journal of Women in Culture and Society*. 41(2).
6. Howe, C., J. Lockrem, H. Appel et. al. 2015. 'Paradoxical Infrastructures: Ruins, Retrofit, and Risk.' *Science, Technology, & Human Values*. 1-19.
7. Simone, A. M. 2004. 'People as Infrastructure: Intersecting Fragments in Johannesburg.' *Public Culture*. 16(3): 407-29.

Suggested:

- Harvey, D. 2001. *Spaces of Capital: Towards a Critical Geography*. New York: Routledge.(Selections)

Module 2: Capital and Value in Relation

Having established the field of infrastructure studies in the previous module, this module develops the foundational theoretical and conceptual linkages between capital, value and accumulation. It clarifies the essential link between capitalist development and hegemonic infrastructural models and lays the theoretical and conceptual bases for analysing the concrete materiality of infrastructure.

1. Marx, K. 1990 [1894]. *Capital Vol. I*. London: Penguin. (Selections)
2. Marx, K. 1993. *Grundrisse*. London: Penguin. (Selections)
3. Lefebvre, H. 2003 [1970]. *The Urban Revolution*. Minneapolis: University of Minnesota. (Selections)
4. Harvey, D. 1982. *The Limits to Capital*. New York: Verso. (Selections)
5. Smith, Neil. 1984. *Uneven Development: Nature, Capital and the Production of Space*. Athens: The U. of Georgia Press.
6. Gidwani, V. 2008. *Capital, Interrupted: Agrarian Development and the Politics of Work in India*. Minneapolis: University of Minnesota Press. (Selections)
7. Gilmore, R.W. 2007. *Golden Gulag: Prisons, Surplus, Crisis, and Opposition in Globalizing California*. Berkeley: University of California.

Suggested:

- Chari, S. 2004. *Fraternal Capital: Peasant-workers, Self-made Men and Globalization in Provincial India*. Stanford: Stanford University Press.

Module 3: Capital and Value in Circulation

This module deepens the epistemological, theoretical and conceptual linkages of the first two modules by elucidating them in specific historical and national contexts. They analyse concrete infrastructure projects in relation to state and policy dispositions and offer an array of methodological approaches in the studies of infrastructure. The readings interrogate capitalist developmental infrastructures and their promise of circulation, growth and development.

1. Coronil, F. Coronil, F. 1997. *The Magical State: Nature, Money, and Modernity in Venezuela*. Chicago: The University of Chicago Press. (Selection)
2. Mitchell, T. 2001. *Rule of Experts: Egypt, Techno-Politics, Modernity*. Berkeley: University of California Press. (Selection)
3. Cross, J. 2014. *Dream Zones: Anticipating Capitalism and Development in India*. London: Pluto Press. (Selection)
4. Day, A. and M. Schneider. 2017. 'The end of alternatives? Capitalist transformation, rural activism and the politics of possibility in China.' *The Journal of Peasant Studies*. DOI: 10.1080/03066150.2017.1386179
5. Searle, I. G. 2016. *Landscapes of Accumulation: Real Estate and the Neoliberal Imagination in Contemporary India*. Chicago: University of Chicago Press. (Selection)
6. Dalakoglou D. and P. Harvey. 2012. 'Roads and Anthropology: Ethnographic Perspectives on Space, Time and (Im)Mobility.' *Mobilities*. 7(4): 459-465.
7. Schmitzler, A. 2013. 'Traveling Technologies: Infrastructure, Ethical Regimes, and the Materiality of Politics in South Africa.' *Cultural Anthropology*. 28(4): 670-693.

Suggested:

- Szeman, J. 2017. 'Introduction: Pipeline Politics.' *The South Atlantic Quarterly*. 116(2).
- Hart, G. 2003. *Disabling Globalization: Places of Power in Post-Apartheid South Africa*. Berkeley: University of California Press.

Module 4: Fieldtrip to an Infrastructural Location

A two-day field trip to the Mahindra World City Jaipur will entail meeting the officials, developers, industry representatives, farmers and other local residents around the Mahindra World City Jaipur Special Economic Zone. Students will prepare for the trip on the basis of readings and engage first hand with the key actors impacted by the development of the SEZ. They will also prepare a set of questions for each set of actors we will meet.

1. Levien, M: 2018.—*Dispossession Without Development: Land Grabs in Neoliberal India*. New York: Oxford University Press. (Selections)
2. Sampat, P. 2017. 'Infrastructures of Growth, Corridors of Power: The Making of the Special Economic Zones Act 2005.' *Political Economy of Contemporary India*. In Motiram, S. and R. Nagaraj (eds.). Cambridge: Cambridge University Press.
3. Majumder, A. 2017. 'Space and Time through an Urban-Industrial Hinterland.' *and Political Weekly*. 52(46): 85-9.
4. Chakravorty, S. 2013. *The Prize of Land: Acquisition Conflict Consequence*. New Delhi: Oxford University Press. (Selections)
5. Jenkins, R., J. Kennedy and P. Mukhopadhyay. 2014. *Power Policy and Protest: The Politics of India's Special Economic Zones*. New Delhi: Oxford University Press. (Selections)
6. Kohli, K. and D. Gupta. 2017. 'Mapping Dilutions in a Central Law: A Comparative Analysis of Rules Made Under the Right to Fair Compensation And Transparency in Land Acquisition, Rehabilitation and Resettlement (RFCTLARR) Act, 2013.' New Delhi: Center for Policy Research.

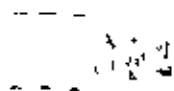
Suggested:

- Banerjee-Guha, S. 2008. 'Space Relations of Capital.' *Economic and Political Weekly*. 43(47): 51-9.

Module 5: Everyday Lives of Infrastructure

This is a student-driven module that will equip students to grapple with everyday lives of infrastructure through case studies for group work and individual research. Students will be divided into groups for project work along pre-selected themes. They will identify reading materials in consultation with the course instructor and develop a group presentation on the chosen theme. Each student will further develop an individual term paper based on a related area of the theme that engages course readings and incorporates additional materials in consultation with the instructor. An indicative list of themes and readings are given below, but students are encouraged to go beyond the suggested themes and materials.

1. Large Dams



- Nilsen, Alf. 2010. *Dispossession and Resistance in India: The River and the Rage*. New York: Routledge.
 - Baviskar, A. 1995. *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*, New Delhi: Oxford University Press.
2. Urban Water Supply
- Björkman, L. 2015. *Pipe Politics. Contested Waters: Embedded Infrastructures of Millennial Mumbai*. Durham: Duke University Press. (Selection)
 - Anand, N. 2017. *Hydrantiv City: Water and the Infrastructures of Citizenship in Mumbai*. Durham: Duke University Press. (Selection)
3. Energy
- Chatterjee, J. 2014. 'Power hungry: the state and the troubled transition in Indian electricity.' In Harriss-White B. and J. Heyer (eds.). *Indian Capitalism in Development*. New Delhi: Routledge.
 - Mishra A. G. Sarangi and S. Wadehra. 2016. 'Off-grid Energy Development in India.' *Economic and Political Weekly*. 51(22): 105-14.
4. Urbanisation
- Sampat, P. 2016. 'Dholera: The Emperor's New City.' *Economic and Political Weekly*.
 - Ghertner, A. 2015. *Rule By Aesthetics: World-Class City Making in Delhi*. New York: OUP. (Selection)
5. Housing
- Kundu, A. and A. Kumar. 'Housing for the Urban Poor?' *Economic and Political Weekly*. 52(52): 105-10.
 - Kumar, A. 2016. 'India's Residential Rental Housing' *Economic and Political Weekly*. 51(24): : 112-20.
6. Biometrics
- Khera, R. 2013. 'A 'Cost-Benefit' Analysis of UID.' *Economic and Political Weekly*. 48(5): 13-5.
 - Rao, U. 2013. 'Biometric Marginality: UID and the Shaping of Homeless Identities in the City.' *Economic and Political Weekly*. 48(13): 71-7.

Suggested:

- Mcfarlane, C. 2011. 'The city as assemblage: dwelling and urban space.' *Environment and Planning D: Society and Space*. 29: 649-671.
- Goldman, M. 2011. 'Speculative Urbanism and the Making of the Next World City.' *International Journal of Urban and Regional Research*. 35(3): 555-81.

- Glück, Z. 2015. 'Piracy and the production of security space.' *Environment and Planning D: Society and Space*. 33.
- Feldman, A. 2000. 'Violence and Vision: The Prosthetics and Aesthetics of Terror.' In *Violence and Subjectivity*. Eds V. Das, A. Kleinman, M. Ramphela and P. Reynolds. University of California Press: Berkeley.
- Schwenkel, C. 2015. 'Spectacular infrastructure and its breakdown in socialist Vietnam.' *American Ethnologist*. 42(3): 520–534.

Assessment Details with weights:

- | | | |
|--|-----|-------------------------------|
| 1. Attendance and In-class participation | 25% | |
| 2. Field visit assessment | 20% | (3 rd week March)* |
| 3. Group Project Presentations | 20% | (1 st week April) |
| 4. End-Term paper | 35% | (3 rd week April) |

* Field visit will be arranged by the Course Coordinator

8. Pedagogy:

a. Instructional design

This is a four credit course with weekly lectures of four hours. Class interaction in the form of presentations and discussions is encouraged in these lectures. There is a required fieldwork component and also student-driven group and individual research module.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Class rooms as required and logistical support requirements for fieldwork.

c. Expertise in AUD faculty or outside

AUD Faculty members with expertise in Development, Design and Human Ecology would be engaged in a few lectures. Outside faculty members with experience in the politics of infrastructure and capitalism as well as representatives of social movements will be sought for special lectures.

d. Linkages with external agencies (e.g., with field-based organizations, hospital, labour research institutes and others)

As part of assessment, a field trip would be organised for students that will expose them to issues around Special Economic Zone infrastructures.

9. Assessment structure (modes and frequency of assessments)

The assessment structure includes three forms of assessment. The first assessment reflects course participation (25 percent weightage) based on class presentations, discussions, and informal in-class assignments. The second will be a fieldwork assessment summarising key learnings from the field in

relation to the themes of the course in the form of a three to four (double-spaced) page summary paper (20 percent). The third assessment will include group project presentations based on a cluster of themes chosen in consultation with the instructor (20 percent). The final assessment (35 percent) will be an individual paper of seven to eight (double-spaced) pages based on a particular aspect of the thematic topic of the student's group project, developed in consultation with the instructor.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on 22.11.2015 and has been approved in the present form.

Signature of the Dean of the School

Dr. DEAN
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Guidelines for Assessments and Evaluation in MA History

SCHOOL OF LIBERAL STUDIES

Appendix-18

Ambedkar University Delhi

Masters programme in History has two set of Core and Elective taught courses worth four credits each and a compulsory Seminar paper worth 8 credits. In order to complete a master's degree, a student has to earn a total of 64 credits from courses on offer. These courses are spread across four semesters of six months each. A student is expected to complete the MA degree in a normal span of two years/four semesters.

History courses are divided into following basket of courses;

Sr.no.	Core/elective basket	Compulsory/elective	Credit weightage
1.	Core courses	Compulsory courses offered in specific semesters	16 credits
2.	Elective area I- South Asian History	Electives open to both semesters	8 to 32 credits
3.	Elective area II- Comparative History	Electives open to both semesters	8 to 32 credits
4.	Non-history courses	Elective- optional	Up to 8 credits
5.	Research paper	Compulsory- Semester 4	8 credits
		TOTAL	64 credits

Elective History courses are grouped in two broad categories: **South Asian History** and **Comparative History**. Courses in the former are unified with respect to their geographical dimension-areas and regions within or across the Indian subcontinent- and address various themes. Courses in the latter are designed to acquaint students with the eclectic nature of historical research while encouraging them to reflect upon connections between 'Indian History' and 'other' fields of history. **Students must complete at a minimum of eight credits and as many as 32 credits of elective courses in each of these two categories.**

MA History students are encouraged but not required to complete up to **eight credits of non-History courses**, whether in the School of Liberal Studies or from postgraduate programmes of other Schools of the University. Core courses and seminar paper can be opted only in specific semesters. Unlike electives, which are open to both semesters and keep varying from time to time, core courses and seminar papers are offered in a specific semester and therefore cannot be opted in any other semester. **In the fourth semester, there is a compulsory requirement for completion of Research paper worth 8 credits under the supervision of a faculty member, to be completed by the end of this semester.** Following table details semester-wise temporal sequence of core courses and seminar paper;

Sr.no.	Name of the course	Semester	Credit weightage
1.	The State in Indian History- SLS2HS001	First	4 credits
2.	Problems of Historical Knowledge- SLS2HS004	First	4 credits
3.	The Making of Modern World- SLS2HS002	Second	4 credits
4.	Power Culture Marginality- SLS2HS003	Third	4 credits
5.	Seminar paper	Fourth	8 credits

Assessment and evaluation of MA history follows the broad guidelines of the general assessment policy of AUD. Following regulations give a brief snapshot of these regulations and also some regulations that are specific to MA history programme.

- 1) A system of continuous assessment over the semester will be followed for all courses except for *thesis (research)* courses where grading could be based on assessments determined programme faculty. There should be no assessment weightage of more than 40 per cent, implying a minimum of *three* assessment situations in any course. Maximum assessment situations require discussion by discipline groups.
- 2) The *nature* of assessments may be a combination of, but not limited to, in-class examinations, oral presentations, essays, term papers, book reviews, article reviews, portfolio, photo-essay presentations, field diaries, field report writing, and laboratory assessments. Assessments maybe individual work or group work depending upon its nature. All assessments based on group-work should not exceed more than 20 per cent weightage in the total course assessments. Assessments like term papers, field report-writing, book reviews, etc. where more than one student is working on the same topic/book must be submitted individually. Group submission will not be permissible. MA Seminar Paper assessment consists of two compulsory components; written paper and viva presentation.
- 3) Every course may stipulate an enrolment limit to harmonise teacher-student ratio. Therefore, opting a course elective does not guarantee registration in the course. Particularly when opting for a course from non-history electives, student should get in touch with the course coordinator of the respective course and seek approval for registration.
- 4) A student gets promoted to the second year/third semester only when he/she has completed (secured C+ or higher grade in) at least 24 credit worth of courses (75 per cent of courses) by the end of second semester. **MA history Seminar Paper can be taken by students in fourth semester only, after promotion to the second year and completion of at least three core courses. Exceptions can be discussed by the programme committee.** If a student does not complete Seminar Paper leading to dissertation satisfactorily, s/he will have to repeat it like any other course.
- 5) Grade cuts in the case of delay in submission of assignments must be strictly followed and students should be informed about it in advance.
- 6) SLS follows grading according to the general assessment policy of AUD that stipulates grade range, lays out student progression and promotion, de-enrolment, zero-semester, incomplete assessments, etc. Course registration and fee payments are separate matters. Matters relating to payment of fee, late-fee, etc. are guided by stipulations mandated by Student Services from time to time.

- 7) There cannot be a grade in a course awarded wholly on the basis of a student's attendance of classes. However, there could be a 'class participation' component of assessment that takes into consideration the frequency of a student's attendance of classes or other required learning activities as outlined in a course syllabus or programme document. Non-attendance of assessment situations such as in-class presentations and viva exams means grade 'AB' (Absent, equivalent to 'F') for those assessments. Regularity in class is also tied to award of bursaries from Student Welfare Fund and other scholarship programmes at AUD.
- 8) The School shall prepare a calendar of event for each semester to inform students about date of commencement of classes, dates of submission of registration forms and ERP registration of courses, dates for submission of first assessment grades in the ERP, the last day of teaching, dates for end-semester examination and last date for final entry and freezing of remaining course grades in the ERP.
- 9) The standard semester credit load in the MA History programme is currently 16 credits. According to SLS rules, a student may over-register for up to 20 credits (five 4-credit worth of courses) in a semester. Registration for 24 credits in a semester will be allowed only in exceptional circumstances when student has to repeat two courses failed in the same semester or other special situations when a particular course is being offered as a one-off in a particular semester/year and may not be offered later (say by an international visiting faculty). It has been decided that in the light of the above rules we can allow both 'taking of extra courses' and 'repeat for improvement' as long as they are taking not more than 20 credits in a semester (and 24 in exceptional situation). Under no circumstances will a student be permitted to register for more than 44 credits over two consecutive semesters. Students may also under-register, for fewer than 16 credits in a semester, with consent of the Programme Coordinator, but the courses registered for should include any core courses (SLS2HS001. . . 004) designated for completion in that semester (see table of compulsory courses).
- 10) Partial Repetition will not be allowed. Full repetition implies full partition in course activities and assessment and grades. When repeated, second course grade will be final, even if it is less than the grade on the first occasion.
- 11) The School has a zero-tolerance policy towards plagiarism.

Dhirendra Dangwal
(Dean SLS)

Dean / DEAN
School of Liberal Studies
Dr. B. R. Ambedkar University Delhi
Lohini Road, Kashmiri Gate, Delhi-110006
Website: www.aud.ac.in

Yogesh Sneh

Yogesh Sneh
(Programme Coordinator, MA History)
Dated: 31 July 2018

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A Honours
Course title	Introduction to Econometrics
Course code	SUS1EC111
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for Economics (II); Elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Krishna Ram & Saranika Sarkar

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 This course leverages the knowledge gained by students in EC 104 to further their skills in quantitative economic analysis.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)
 Successfully completion of Statistical Methods for Economics (EC104)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 -N/A
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 - Semester-long course, classroom teaching and computer lab workshops.
5. How does the course link with the vision of AUD?
 -Ability to conduct empirical research is an integral part of economics training. As students of BA Economics Honours at AUD, this course will equip them with cutting edge quantitative skills enabling them to conduct, understand, communicate and use socially and economically relevant research. This speaks to the dual focus of AUD on academic excellence and social relevance of education.
6. How does the course link with the specific programme(s) where it is being offered?
 This course introduces students to empirical research techniques used in economic research. It will not only enable students to undertake small research projects themselves but also understand relevant empirical research covered in other economics courses.
7. **Course Details:**
 - a. **Summary:**

This course shall introduce the approach of unifying the theoretical and empirical dimensions of economic analysis. Basic econometric methods like simple and multiple linear regression analysis will be discussed with an emphasis on their applications and the issues that have to be confronted in that process.
 - b. **Objectives:**

The main objective of this course is to introduce students to basic techniques of econometrics that are generally used for testing validity of any economic theory.
 - c. **Expected learning outcomes:** At the end of the course students will

- i. be able to describe basic econometric challenges involved in testing relationship between two or more economic variables.
- ii. Be able to conduct simple linear regression analysis.
- iii. Be able to interpret computer program generated output of regression analysis.
- iv. Be able to assess and comment on the statistical significance of the results obtained.
- v. Be able to describe the consequences of violation of standard assumptions underlying classical linear regression analysis.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. Nature and Scope of Econometrics Review of Statistical Concepts: Normal distribution; chi-sq, t- and F-distributions; Estimation of Parameters; Properties of Estimators; Testing of Hypotheses.
2. Simple Linear Regression Model: Two Variable Case, Estimation of Model by Method of Ordinary Least Squares; Properties of Estimators; Goodness of Fit; Tests of Hypotheses; Scaling and Units of Measurement; Gauss-Markov Theorem; Forecasting.
3. Multiple Linear Regression Model: Estimation of parameters; Properties of OLS Estimators; Goodness of Fit - R^2 and Adjusted R^2 ; Partial Regression Coefficients; Testing Hypotheses - Individual and Joint; Functional Forms of Regression Models; Qualitative (Dummy) Independent Variables. Model Selection: Criteria and Test.
4. Violations of Classical Assumptions: Consequences, Detection and Remedies: Multicollinearity; Heteroscedasticity; Autocorrelation

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Nature and Scope of Econometrics, Review of Statistical Concepts: Normal Distribution; Chi-sq, & t-test		Essential of Econometrics, by Gujarati & Porter (GP) Ch-1, pg. 1-13, Appendix C, pg. 461-483	Basic Econometrics (BE), by Gujarati, Porter & Gunasekar (GPG), Ch-1	Class Test I- 25% Mid-February
2	F-distributions; Estimation of Parameters; Properties of Estimators; Testing of Hypotheses.		Essential of Econometrics, Appendix D, pg. 487-513	John E. Freund's Mathematical Statistics with applications by Miller and Miller, ch-12, pg. 337-349, ch-13 pg. 359-373	
3	Simple Linear Regression Model; Two Variable Case, Estimation of Model by Method of Ordinary Least		Essential of Econometrics, Ch-2, Pg. 19-43 Appendix- 2A	BE-GPG, Ch-2 & 3	

	Squares;				
4	Properties of Estimators; Goodness of Fit, Tests of Hypotheses; Scaling and Units of Measurement; Gauss-Markov Theorem;		Essential of Econometrics, Ch-3, Pg. 53-82	BE-GPG, Ch-4 & 5	
5	Forecasting, Multiple Linear Regression-Introduction		Essential of Econometrics, Ch-2, pg. 82-85 Ch-3, pg. 93-99	BE-GPG, Ch-6	
6	Multiple Linear Regression Model; Estimation of Parameters; Properties of OLS Estimators		Essential of Econometrics, Ch-3, pg. 99-102 Appendix- 4A.1-4A.4	BE-GPG, Ch-7	Class Test -2 , 25 % Weight Mid-March
7	Multiple linear Regression; Goodness of fit - R^2 and Adjusted R^2 ; Partial Regression Coefficients; Testing Hypotheses - Individual and Joint		Essential of Econometrics, Ch-3, pg. 103-123	BE-GPG, Ch-8	
8	Functional Forms of Regression -Models; Qualitative (Dummy) Independent Variables.		Essential of Econometrics, Ch-5, pg. 132-163, Ch-6, pg 178-205	BE-GPG, Ch-9	
9	Model Selection: Criteria and Test		Essential of Econometrics, Ch-7, pg. 219-228, 233-239	BE-GPG- Ch-13	
10	Violations of CLRM Assumptions: Multicollinearity		Essential of Econometrics, Ch-8, pg. 245-267	BE-GPG, Ch-10	Lab Test -25% Early April
11	Heteroscedasticity		Essential of Econometrics, Ch-9, pg. 274-303	BE-GPG, Ch-11	End Sem Exam- 25 % As per University Calendar
12	Autocorrelation		Essential of Econometrics, Ch-10, pg. 312-335	BE-GPG , Ch-12	

8. Pedagogy:

a. Instructional strategies:

- Class Room Teaching, Computer Lab classes

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify):
Yes, STATA Software
- c. Expertise in AUD faculty or outside
-NO
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
-NO

Krishna Ram & Saranika Sarkar
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its *4th adjourned* meeting held on.....and has been approved in the present form.

21/01/2015

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Signature of the Dean of the School

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Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A Honours
Course title	Applied Econometrics
Course code	EC114
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for Economics (H); Elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Krishna Ram & Saranika Sarkar

1. - Does the course connect to, build on or overlap with any other courses offered in AUD?
 This course leverages the knowledge gained by students in EC 104 to further their skills in quantitative economic analysis.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites: prior knowledge level; any others – please specify)
 Successfully completion of Statistical Methods for Economics (EC104)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 -N/A
4. Course scheduling (semester: semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 - Semester-long course, classroom teaching and computer lab workshops.
5. How does the course link with the vision of AUD?
 -Ability to conduct empirical research is an integral part of economics training. As students of BA Economics Honours at AUD, this course will equip them with cutting edge quantitative skills enabling them to conduct, understand, communicate and use socially and economically relevant research. This speaks to the dual focus of AUD on academic excellence and social relevance of education.
6. How does the course link with the specific programme(s) where it is being offered?
 This course introduces students to empirical research techniques used in economic research. It will not only enable students to undertake small research projects themselves but also understand relevant empirical research covered in other economics courses.
7. **Course Details:**
 - a. **Summary:**

This course shall introduce the approach of unifying the theoretical and empirical dimensions of economic analysis. Basic econometric methods like simple and multiple linear regression analysis will be discussed with an emphasis on their applications and the issues that have to be confronted in that process.
 - b. **Objectives:**

The main objective of this course is to introduce students to basic techniques of econometrics that are generally used for testing validity of any economic theory.
 - c. **Expected learning outcomes:**At the end of the course students will

- i. be able to describe basic econometric challenges involved in testing relationship between two or more economic variables.
 - ii. Be able to conduct simple linear regression analysis.
 - iii. Be able to interpret computer program generated output of regression analysis.
 - iv. Be able to assess and comment on the statistical significance of the results obtained.
 - v. Be able to describe the consequences of violation of standard assumptions underlying classical linear regression analysis.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. Nature and Scope of Econometrics Review of Statistical Concepts: Normal distribution; chi-sq, t- and F-distributions; Estimation of Parameters; Properties of Estimators; Testing of Hypotheses.
2. Simple Linear Regression Model: Two Variable Case, Estimation of Model by Method of Ordinary Least Squares; Properties of Estimators; Goodness of Fit; Tests of Hypotheses; Scaling and Units of Measurement; Gauss-Markov Theorem; Forecasting.
3. Multiple Linear Regression Model: Estimation of parameters; Properties of OLS Estimators; Goodness of Fit - R^2 and Adjusted R^2 ; Partial Regression Coefficients; Testing Hypotheses - Individual and Joint; Functional Forms of Regression Models; Qualitative (Dummy) Independent Variables. Model Selection: Criteria and Test.
4. Violations of Classical Assumptions: Consequences, Detection and Remedies: Multicollinearity; Heteroscedasticity; Autocorrelation

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Nature and Scope of Econometrics, Review of Statistical Concepts: Normal Distribution; Chi-sq. & t-test		Essential of Econometrics, by Gujarati & Porter (GP) Ch-1, pg. 1-13, Appendix C, pg. 461-483	Basic Econometrics (BE), by Gujarati, Porter & Gunasekar (GPG), Ch-1	Class Test I- 25% Mid-February
2	F-distributions; Estimation of Parameters; Properties of Estimators; Testing of Hypotheses.		Essential of Econometrics, Appendix D, pg. 487-513	John F. Freund's Mathematical Statistics with applications by Miller and Miller, ch-12, pg.337-349, ch-13 pg.359-373	
3	Simple Linear Regression Model: Two Variable Case, Estimation of Model by Method of Ordinary Least		Essential of Econometrics, Ch-2, Pg. 19-43 Appendix- 2A	BE-GPG, Ch-2 & 3	

	Squares;				
4	Properties of Estimators; Goodness of Fit; Tests of Hypotheses; Scaling and Units of Measurement; Gauss-Markov Theorem;		Essential of Econometrics. Ch-3. Pg. 53-82	BE-GPG, Ch-4 & 5	
5	Forecasting, Multiple Linear Regression-Introduction		Essential of Econometrics. Ch-2, pg 82-85 Ch-3, pg. 93-99	BE-GPG, Ch-6	
6	Multiple Linear Regression Model: Estimation of Parameters; Properties of OLS Estimators		Essential of Econometrics. Ch-3, pg. 99-102 Appendix- 4A.1-4A.4	BE-GPG, Ch-7	Class Test -2 , 25 % Weight Mid-March
7	Multiple linear Regression: Goodness of fit - R^2 and Adjusted R^2 ; Partial Regression Coefficients; Testing Hypotheses - Individual and Joint		Essential of Econometrics, Ch-3, pg. 103-123	BE-GPG, Ch-8	
8	Functional Forms of Regression Models. Qualitative (Dummy) Independent Variables.		Essential of Econometrics. Ch-5, pg. 132-163, Ch-6, pg 178-205	BE-GPG, Ch-9	
9	Model Selection: Criteria and Test		Essential of Econometrics, Ch-7, pg. 219-228, 233-239	BE-GPG- Ch-13	
10	Violations of CLRM Assumptions: Multicollinearity		Essential of Econometrics, Ch-8, pg. 245-267	BE-GPG, Ch-10	Lab Test -25% Early April
11	Heteroscedasticity		Essential of Econometrics, Ch-9, pg. 274-303	BE-GPG, Ch-11	End Sem Exam- 25 % As per University Calendar
12	Autocorrelation		Essential of Econometrics, Ch-10, pg. 312-335	BE-GPG , Ch-12	

8. Pedagogy:

a. Instructional strategies:

- Class Room Teaching, Computer Lab classes

- h. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Yes, STATA Software
- c. Expertise in AUD faculty or outside
-NO
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
-NO

Krishna Ram & Saranika Sarkar
Signature of Course Coordinator(s)

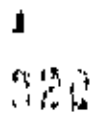
Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th} adjourned.....meeting held on.....
21/01/2015.....and has been approved in the present form.


Signature of the Dean of the School



Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	B.A.Honours Economics
Course title	Macroeconomics II
Course code	SUSIEC106
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for B.A (H) Economics, elective for other disciplines
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2012
Course coordinator and team	Dr.Jyotirmoy Bhattacharya and Dr. Parag Waknis

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course draws on the introduction to the Principles of Economics and is part of the two-course core sequence on Macroeconomics, the other course being Macroeconomics I.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

Students must have studied Mathematics at the 10+2 level and completed SUS1 EC 103: Macroeconomics I.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed).

To be determined by SUS policy.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course typically to be offered in Winter.

5. Proposed date of launch: Winter Semester 2012

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Macroeconomics—the study of the dynamics of economic aggregates—is one of the foundational areas of economics. The attempt to understand macroeconomic phenomena has been one of the major drivers of modern economic theory and the fruits of this study have helped improve economic policy. This course directly ties up with AUD's vision of scholarship fulfilling social needs by providing tools to students to understand many of the central economic issues that confront all citizens in a modern economy. It also inculcates a rationalistic temper by demonstrating how social theories are critically examined with the help of logic and evidence.

7. Course Details:

a. Summary:

This course, along with its sister course Macroeconomics I, will cover the standard economic analysis of the behaviour of economic aggregates like GDP, employment and the price level in a market economy characterized by the use of money and credit, bringing in also the open economy context. In the process of introducing these topics, this course continues to introduce various schools of thought- mainly the New Classical/Real Business Cycles, the New Keynesian and Post-Keynesian schools of thought. Coverage may be expanded to cover open economy issues and issues related to economic growth as dealt in the neoclassical approaches.

b. Objectives:

1. To make students aware of an outline of the history of macroeconomics and the major debates in this area.
2. To acquaint students with basic models of aggregate income and price determination.
3. To familiarise students with the main facts and theoretical tools of contemporary macroeconomics.

c. Expected learning outcomes:

At the end of the course students should be able to:

1. Describe static and dynamic decisions that households and firms make.
2. Use simple equations and graphs to explain the effects of policy changes on the economy in a static as well as dynamic setting.
3. Demonstrate how changes in key assumptions about the behavior of economic decision makers and key markets in the economy lead to competing macroeconomic theories.
4. Demonstrate how judgment about effectiveness of a particular policy depends on what theory or model we use to analyze them.

d. Overall structure: See below.

e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

This syllabus has been created based on Williamson (2014), *Macroeconomics*, Pearson. However, same topics can be covered using other textbooks- following alternative pedagogical approaches-examples of which are given below.

28/9/21

Main Topics

Week	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Consumer and Firm behavior in the economy		To introduce students to microfoundations of aggregate behavior of households and firms.	Chapter 4		See point 9 for Assessment Details.
2	Consumer and Firm behavior in the economy		To introduce students to microfoundations of aggregate behavior of households and firms.	Chapter 4		
3	A closed economy one period model of the macroeconomy		To introduce students to a one period model based on labor-leisure choice.	Chapter 5		
4	A closed economy one period model of the macroeconomy		To introduce students to a one period model based on labor-leisure choice.	Chapter 5		
5	A Two Period Model: The consumption savings decision and the credit markets		To introduce students to intertemporal decisions framework capturing dynamic decisions that households make.	Chapter 9		

6	A Two Period Model: The consumption savings decision and the credit markets	To introduce students to intertemporal decisions framework capturing dynamic decisions that households make.	Chapter 9		
7	Role of Credit Market Imperfections	To introduce students to the credit market frictions and their influence on household decision making.	Chapter 10		
8	A Real Intertemporal Model with Investment.	To introduce students to a microfounded general equilibrium framework of the economy.	Chapter 11		
9	Money, Business Cycles, and Monetary Policy	To introduce students to the role of money in the economy.	Chapter 12		
10	Business Cycle Models with Flexible Prices-Real Business Cycles	To introduce students to various schools of thought in macroeconomics using a unified general equilibrium framework.	Chapter 13		

11	New Keynesian Economics: Sticky Prices	To introduce students to various schools of thought in macroeconomics using a unified general equilibrium framework.	Chapter 14		
12	International Trade in Goods and Assets	To introduce students to open economy dimensions using a unified general equilibrium framework.	Chapter 15		

Readings:

Textbook used above:

1. Williamson, Stephen, *Macroeconomics*, 5th Edition, Pearson, 2014.

Suggested/Alternative Presentations:

1. Barro Robert, *Macroeconomics*, Fifth Edition, The MIT Press, 1997.
2. Blanchard, O., *Macroeconomics*, 7th Edition, Pearson Education, 2016.
3. Bhaduri, A., *Macroeconomics: The Dynamics of Commodity Production*, Macmillan, 1986.
4. Carlin, W. and Soskice, D., *Macroeconomics and the Wage Bargain: A Modern Approach to Employment, Inflation, and the Exchange Rate*, Oxford University Press, 1990.
5. Richard T. Froyen, *Macroeconomics: Theories and Policies*, 10th Edition, Pearson Education, 2013.
6. Snowdon, B. and Vane, H. R., *Modern Macroeconomics: Its Origins, Development and Current State*, Edward Elgar, 2005.

8. Pedagogy:

- a. Instructional design: Classroom lectures
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: expertise exists within AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None.

9. Assessment structure (modes and frequency of assessments)

Pop Quizzes (30%)

Midterm Exam (30%)

Final Exam (40%)

Dr. Jyotirmoy Bhattacharya and Dr. Parag Waknis

Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies may be incorporated, and the revised proposal should be submitted to the Academic Council.
- 2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- 3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its *4th adjourned* meeting held on *21/01/2015* and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	Economics
Course title	Mathematical Methods for Economics
Course code	SUS1EC107
Total Credits	4
Course type (core/compulsory/optional/any other - please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Winter Semester 2012
Course coordinator and team	Prof. Rajendra Kundu

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is essential for students majoring in economics. In addition it can be offered to students who wish to learn about economic applications in production and consumer theory and fulfill the pre-requisites. The course is based on texts that are used widely and are specifically recommended to help understand economic problems.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others - please specify)
Students must have taken mathematics at the 10+2 level.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Compulsory to Economics students.
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other - please specify)

Winter course, full semester, classroom teaching mode

5. Proposed date of launch: Winter Monsoon 2018.

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course provides knowledge of mathematics and its application in economic analysis. Topics include matrix algebra, calculus, implicit differentiation, logarithmic and exponential functions, and constrained optimization. This course integrates with other courses in micro and macro economics and is essential for a student to have a well rounded training.

7. Course Details:

- a. Summary: This course is offered to second year undergraduate students and assumes understanding of arithmetic and basic concepts of functions. This course includes modules on matrix algebra, functions, differential calculus, and its application in utility maximization and cost minimization.
- b. Objectives: The aim of this course is to help students to understand economic theory in mathematical terms, specifically microeconomics and macroeconomics at the undergraduate level.
- c. Overall structure: The course is divided into six modules.
- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Unit 1: Review of relations and functions	Logic and proof techniques; sets and set operations; relations; functions and their properties; number systems.	Mathematics for Economic Analysis; Sydsacter, Knut., and Hammond. Chapter 1, pg. 1-34.	Fundamental Methods of Mathematical Economics, Chiang and Wainwright -Chapter 2	Written Test 30%
2	Unit 2:	Graphs; types of functions: linear,	Mathematics for Economic		

	Functions of single variable	quadratic, polynomial, power.	Analysis; Sydsæter, Knut., and Hammond. Chapter 2 & 3 pg. 36-104,		
3		Exponential and logarithmic functions- properties and applications	Mathematics for Economic Analysis; Sydsæter, Knut., and Hammond. Chapter 8 pg. 247-281.	Fundamental Methods of Mathematical Economics, Chiang and Wainwright -Chapter 10	
4		Single variable differentiation	Mathematics for Economic Analysis; Sydsæter, Knut., and Hammond. Chapter 4 pg.105-175	Fundamental Methods of Mathematical Economics, Chiang and Wainwright -Chapter 6	
5		Limit, continuous functions, application of continuity and differentiability.	Chapter 6 pg.176-194.		Written Test 2 30%
6		Unit 3: Linear Algebra	Vectors, geometric interpretation of vector, scalar product, norms, orthogonality; matrices and matrix operations;	Mathematics for Economic Analysis; Sydsæter, Knut., and Hammond. Chapter 12 pg. 374-419.	
7	Systems of linear equations; determinants, inverse of a matrix		Mathematics for Economic Analysis; Sydsæter, Knut., and Hammond. Chapter 13 pg. 420-459.		
8	Unit 4: Function of	Geometric representations- graphs and level curves;	Mathematics for Economic Analysis;		

	several variables	differentiable functions- characterizations, properties and applications; second order derivatives- properties and applications.	Sydsæter, Knut, and Hammond. Chapter 15 pg. 489-521		
9		The implicit function theorem, and application to comparative statics problems; homogeneous and homothetic functions.	Mathematics for Economic Analysis; Sydsæter, Knut, and Hammond. Chapter 16, pg. 537-575		
10	Unit 5: Single-variable optimization	Concave and convex functions of single variable, their properties and applications; local and global extremum; optimization problem using calculus and applications.	Mathematics for Economic Analysis; Sydsæter, Knut, and Hammond. Chapter 9, pg. 282-319	Fundamental Methods of Mathematical Economics, Chiang and Wainwright -Chapter 9	
11	Unit 6: Multi-variable optimization	Concave and convex functions of two variables, their properties and applications; Convex sets, Quasiconvex functions, their properties and applications	Mathematics for Economic Analysis; Sydsæter, Knut, and Hammond. Chapter 17, pg.595-637, pg.642-649	Fundamental Methods of Mathematical Economics, Chiang and Wainwright -Chapter 11	
12		Constrained optimization with equality constraints- the Lagrange multiplier method.	Mathematics for Economic Analysis; Sydsæter, Knut, and Hammond. Chapter 18, pg.650-682	Fundamental Methods of Mathematical Economics, Chiang and Wainwright -Chapter 12	End Semester 40%

Readings:

Sydsæter, Knut., and Peter Hammond. *Essential Mathematics for Economic Analysis*. 3rd ed. Harlow: FT Prentice Hall, 2008.

Alpha C. Chiang and Kevin Wainwright – *Fundamental Methods of Mathematical Economics*, 4th Edition, McGraw-Hill, 2005.

8. Pedagogy:

- a. Instructional design: classroom teaching and tutorials
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
- c. Expertise in AUD faculty or outside: expertise in AUD is sufficient
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):

9. Assessment structure (modes and frequency of assessments)

Written test 1 (30%) ; Written test 2 (30%); End-semester exam (40%)

Prof. Rajendra Kundu

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th adjourned}.....meeting held on.....and has been approved in the present form.

21/01/2015



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programmes
Course title	Microeconomics II
Course code	SUS1EC105
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2012
Course coordinator and team	Robin Singhal/Rajendra Prasad Kundu

1. Does the course connect to, build on or overlap with any other courses offered in AUD? —

The course builds on Principles of Economics and Microeconomics I (both core courses of the BA Economics Programme) and develops some crucial ideas to be used in other core and elective courses offered in subsequent semesters of the BA Economics programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Microeconomics I course at the undergraduate level.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): NA

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Winter Semester

5. How does the course link with the vision of AUD?

The course tries to give students a comprehensive and rigorous understanding of the economic approach and to encourage them to develop a critical perspective on the use of the approach to the analysis of markets and other institutions.

6. How does the course link with the specific programme(s) where it is being offered?

This course, along with Microeconomics I and Macroeconomics I and II creates the basic analytical framework for other core and elective courses of the BA Economics Programme like International Economics, Development Economics, Public Economics, and it is also a prerequisite for elective courses like Topics in Microeconomics.

7. **Course Details:**

a. Summary:

The course builds on *Principles of Economics and Microeconomics I*, develops basic ideas of individual decision making introduced in those two courses and applies them to the study of market. The students will be introduced to the different market structure, strategic aspects of decision making, general equilibrium and welfare.

b. Objectives:

The purpose of *Microeconomics II* is to give students a thorough understanding of the principles of economics that are used to analyse the behaviour of individual decision makers, both consumers and producers, within the larger economic system.

c. Expected learning outcomes:

It is expected that students who take this course would gain an understanding of the methodology used in mainstream economics to analyse and evaluate markets in particular and institutions in general.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. Market Structures: Perfect competition, Monopoly, Monopolistic Competition, Oligopoly
2. Game Theory and Competitive Strategy: Gambling and Strategic decision, Dominant Strategies, Nash equilibrium Revisited, Repeated Games, Sequential Games
3. General Equilibrium: Concepts and Definitions, Welfare Theorems.
4. Market Failure: Public goods: demand for public goods; supply of public goods; optimal quantity of a public good; cost-benefit analysis, Externalities

References:

Varian, Hall R.,(1990), *Intermediate Microeconomics*, W.W. Norton & Company, New York, London.

R.S. Pindyck, D.L. Rubinfeld (2013). *Microeconomics*, Pearson Education.

e. Contents (week wise plan with readings):

Week	Plan/Thème/Topic	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Perfect Competition	HRV: Ch-22, 23	PR: Ch-8, 9	
2	Monopoly	HRV: Ch-24, 25	PR: Ch-10, 11	

3	Monopoly/Monopolistic Competition	HRV: Ch-25, 26	PR: Ch-12, 14	
4	Oligopoly	HRV: Ch-27	PR: Ch-12	
5	Game Theory	HRV: Ch-28, 29	PR: Ch-13	Test-1 (30%) Week-1-4
6	Game Theory	HRV: Ch-29, 30	PR: Ch-13	
7	General Equilibrium	HRV: Ch-31, 32	Gibbons, R. Ch-1	
8	General Equilibrium	HRV: Ch-31, 32	Gibbons, R. Ch-2	
9	Public Goods	HRV: Ch-36		Test-2 (30%) Week – 5-8
10	Externalities	HRV: Ch-34		
11	Social Choice	HRV: Ch-33		
12	Review			Test-3 (40%) Week-1-12

8. Pedagogy:

- a. Instructional strategies: Classroom lecture, tutorials.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space: any other – please specify): *Classroom, whiteboard and overhead projector.*
- c. Expertise in AUD faculty or outside: *Current AUD faculty has adequate expertise to teach the course.*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NA

Robin Singhal/Rajendra Prasad Kundu
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ^{4th} ~~.....~~ *adjourned* meeting held on *21/01/2015* and has been approved in the present form.

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Signature of the Dean of the School

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Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	B.A.(H) Economics
Course title	Money, Banking & Finance
Course code	SUS1EC134
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Dr. Jyotirmoy Bhattacharya & Dr. Parag Waknis

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course builds on the core economics courses in the areas of macroeconomics. It is a part of a set of elective courses that discuss aspects of economic policy in the light of economic theory and evidence.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Students must have taken and passed the core courses “Macroeconomics I”. Completion of “Macroeconomics II” is desirable but the requirement can be relaxed by permission of the instructor.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester.

5. How does the course link with the vision of AUD?

An effective monetary and financial system is central to the functioning of a modern economy. Conversely, frictions and breakdowns in these system often are the source of economic crises with far-reaching social consequences. By introducing students to the working of these aspects of the economic system in a reasoned way using economic theory and evidence, the course contributes to AUD’s vision of a socially informed and socially committed scholarship.

6. How does the course link with the specific programme(s) where it is being offered?

This course is intended to be a third-year elective for Economics (H) students. It will reinforce the abstract ideas introduced in the second-year macroeconomics sequence by

placing them in concrete economic contexts and relating them further to issues of everyday policy debate.

7. Course Details:

a. Summary: The course discusses modern monetary and financial systems in terms of the social role, institutional details, and analytical models of their dynamics. It discusses the nature of these systems in general as well as their specific manifestations in the Indian economy.

b. Objectives:

1. To familiarise students with the institutional structure of modern monetary and financial systems.
2. To illustrate the tools and methods of economic analysis by applying them to the working of monetary and financial systems.

c. Expected learning outcomes:

1. A good general understanding of the organization, objectives and functions of monetary and financial institutions. In general as well as in the specific case of India.
2. An appreciation of how monetary and financial systems may be modelled by economic theory and the major conclusions of such theoretical analysis.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

e. Contents (week wise plan with readings):

Common Readings

[K] Khan, M.Y. (2017) *Indian Financial System*, 10th ed., McGraw Hill Education.

[L]

[M] Mishkin F.S., Eakins, S.G., Jayakumar, T. and Pattnaik, R.K. (2017), *Financial Markets and Institution*, 8th ed., Pearson Education.

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings
1	The role and structure of the financial system	To understand the social and economic functions fulfilled by the financial system; To understand the basic components of the financial system.	[M] Ch. 1 and 2, 35 pages	
2-3	Interest rates and asset prices	The link between interest rates and asset values; the difference between real and nominal interest rates; the market determination of interest rates; risk and term structure of interest rates	[M] Ch. 3-5, 79 pages	Luenberger, D.G. (1997), <i>Investment Science</i> , OUP, Ch. 2-4
4	Market efficiency	The efficient markets hypothesis: statement and empirical evidence.	[M] Ch 6, 17 pages	Shteller, A. (2000), <i>Inefficient</i>

				Markets, OUP, Ch. 1
5	Financial intermediation	Economic forces shaping financial intermediation: transactions costs and asymmetric information.	[M] Ch 7, 30 pages	Greenbaum, S.I., Thakor A.V and Boot, A.W.A (2015), <i>Contemporary Financial Intermediation</i> , 3 rd ed., Academic Press, Ch. 2-3
6	The Indian banking system	The regulation of banks in India; prudential norms and the problems of non-performing assets;	[K], Ch. 10-11, 130 pages	RBI (2008) <i>Report on Currency and Finance, 2006-08</i>
7	Financial crises	The sources of financial crises and its propagation across the economy	[M], Ch. 8, 18 pages	Kindleberger, C.P. and Aliber, R.Z (2015), <i>Manias, Panics and Crashes</i> , 7 th ed, Palgrave Macmillan, Ch. 1
8	Central banks and monetary policy	The economic role of central banks; central bank independence; international comparison of central banking institutions	[M], Ch. 9, 23 pages	
9	The conduct of monetary policy	Tools, goals and tactics of monetary policy; comparison of price stability and other goals; inflation targeting	[M], Ch. 10, 43 pages	Bernanke, B. et al (1998) <i>Inflation Targeting</i> , Ch. 2
10	Central banking and monetary policy in India	Organization and mandate of the RBI; the organization of the money markets and instruments of monetary policy.	[K], Ch. 9, 30 pages	RBI (2006) <i>Report on Currency and Finance, 2004-05</i> RBI (2014) <i>Report of the Expert Committee to Revise and Strengthen the Monetary Policy Framework</i>
11	The equity market	The social function of the equity markets; the determination of stock prices	[M], Ch. 13, 20 pages	
12	The Indian equity market	Institutions and regulation of the primary and secondary equity market in India	[K], Ch. 6-7, 111 pages	

Assessment

240

Class tests (3): 25% each,
Term paper: 25%

8. Pedagogy:

- a. Instructional strategies: The course will primarily be delivered through the lecture method.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector.
- c. Expertise in AUD faculty or outside

There exists adequate expertise among AUD faculty to deliver this course.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

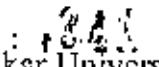
Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th adjourned} meeting held on
21/01/2015 and has been approved in the present form.


Signature of the Dean of the School


Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Public Economics: Theory and Policy
Course code	SUS1EC133
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Undergraduate level
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Dr. Robin Singhal

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
This course draws on the Microeconomics I & II and Macroeconomics I taught as core courses to the students enrolled in the BA (hons.) Economics programme of the University.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Microeconomics I & II, Macroeconomics I

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per SUS norms.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester

5. How does the course link with the vision of AUD?
This is one of the elective courses developed with an objective to orient students about the public sector and its functioning in general and issues pertaining to the public finances in particular.

6. How does the course link with the specific programme(s) where it is being offered?
This course is principally in line with the overall AUD objective of imparting analytical perspective to students enrolled for the programme.

7. **Course Details:**
 - a. **Summary:**
The course seeks to discuss some of the most important aspects of Public Economics including the fiscal and the monetary policy. It also seeks to introduce students to various public policy institutions in India and the role played by them in the present context.

 - b. **Objectives:**
The objective of this course is to make students equipped to understand the ongoing public policy debates and make them interested for pursuing further study in the area of public economics.

c. Expected learning outcomes:

On the whole, the course lays the foundations in terms of the application of principles of microeconomics and macroeconomics for conducting economic analyses of public sector. The modules covered in the course facilitate the understanding of both micro- and macro- level arising on account of the state intervention in the functioning of the economy.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

- i. Introduction: meaning and scope of public economics; positive versus normative analysis, approaches: traditional, public choice and behavioral; meaning of public policy.
- ii. Public Economics and Efficiency: efficiency of competition, Pareto optimality; public sector: need and functions; market versus public provision.
- iii. Collective decision making; meaning of social optimality, social choice from individual values – unanimity, majority rule; social welfare function, Arrow's impossibility theorem and its significance.
- iv. Principles of taxation: canons of taxation, fiscal neutrality and excess burden doctrine, equity considerations (benefit principle, ability-to-pay, least aggregate sacrifice, maximum social advantage), certainty, evidence, administrative efficiency.
- v. Tax Structure: requirements of a good tax structure, tax rates (progressive, proportional and regressive); choice of tax base – income, consumption and wealth; optimal taxation.
- vi. Tax incidence and Effects of taxation: concept and measure of tax incidence, tax shifting; economic effects – allocation of resources, supply of resources, redistribution and equity.
- vii. Public policy: issues in fiscal federalism, fiscal imbalances – vertical and horizontal.
- viii. Institutional mechanism: Finance commission – significance, power and functions.

e. Contents (week wise plan with readings):

Week	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introduction		Understanding fiscal functions and linkages of public sector with the rest of the economy	Musgrave and Musgrave 5 th ed. Ch. 1 and 2 (pp. 3-20).		
2-3	Public Economics and efficiency		Economic theory behind the provision for public/social goods	Musgrave and Musgrave 5 th ed. Ch. 4 and 5 (pp. 41-72).		
4	Public Choice		To impart knowledge of the fiscal politics in public choice making.	Musgrave and Musgrave 5 th ed. Ch. 7 (pp. 87-110).		

5-6	Principles of taxation & Tax Structure	Introduction to taxation and understanding the principles of taxation and their equity implications.	Musgrave and Musgrave 5 th ed. Ch. 12 and 13 (pp. 211-233).		
7-8	Effects of taxation	Understanding tax burden and incidence of taxation using partial and general equilibrium framework.	Musgrave and Musgrave 5 th ed. Ch. 14 and 15 (pp. 234-276).		
9	Efficient Tax Design	Introducing the concept of excess burden and principles of optimal taxation.	Musgrave and Musgrave 5 th ed. Ch. 16 (pp. 277-296).		
10	Issues in Public Finance in India	Critical appraisal of public finance in India and the issues in Indian taxation; public debt and its implications	Recent literature such as Rao (2017) etc.		
11	Fiscal Federalism	Emerging issues in Indian Fiscal Federalism and addressing the fiscal imbalances (horizontal/vertical)	Recent literature such as Reddy (2018) etc.		
12	Institutional Mechanism	Introduction to Public Policy making; centre and state financial relations and role and functions of finance commissions	Recent literature such as Mittal and Naqvi (2018) etc.		

8. Pedagogy:

- a. Instructional strategies: Classroom lectures.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): No
- c. Expertise in AUD faculty or outside: expertise exists within AUD faculty for this course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

9. Assessment structure (modes and frequency of assessments)

Class Presentations based on readings (30%), Mid-Semester (30%), End Semester Examination (40%)

Note: Given the nature and policy focus of the course, at least one assessment component should include tasks like reading and reflection culminating in a paper, report, or a presentation.

Readings

Core Readings

- Public Finance in Theory and Practice: Fifth Edition by Richard A. Musgrave and Peggy B. Musgrave, Tata McGraw-Hill, 2005.
- Public Finance and Public Choice: Analytical Perspective” by John Cullis & Phillip Jones, McGraw Hill Book Company, 1992.

Suggested Readings

- “Issues in Indian public finance” by D. K. Srivastava, New Century Publications, 2005.
- Mittal, A., & Naqvi, A. H. (2018). A Comparison of Fiscal Capacity of States in India: A Regression Approach. In Challenges and Issues in Indian Fiscal Federalism (pp. 31-45). Springer, Singapore
- Monetary Economics – Institutions, Theory and Policy: Gupta Suraj B, S.B.Gupta, S. Chand & Company Limited, 1988.
- Public Economics: First Edition by Gareth D. Myles. Cambridge University Press, UK, 1995.
- Public Finance and Public Policy, Third Edition, Jonathan Gruber, MIT, New York, 2010.
- Rao, M. G. (2017). Public Finance in India in the Context of India’s Development (No. 17/219)
- Reddy, Y. V. (2018). Fiscal Federalism in India: Emerging Issues. In Challenges and Issues in Indian Fiscal Federalism(pp. 1-6). Springer, Singapore.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its4th adjourned meeting held on.....21/01/2015.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programmes
Course title	Topics in Economic Theory
Course code	SUS1EC132
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Taposik Banerjee / Rajendra Prasad Kundu

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is designed with an objective to prepare students for higher studies in Economics. The course is based on what they have learned from the Microeconomics courses at the undergraduate level. Students attending this course will find it helpful if they join MA Economics Programme (not necessarily in AUD).

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Microeconomics courses at the undergraduate level.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): NA
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long

5. How does the course link with the vision of AUD?

This is an optional course for last semester undergraduate economics students. The course was designed with the intention to prepare and inspire students for higher studies in economics. The course has three components, namely, Choice Theory, Game Theory and Uncertainty, which would help the students to understand the nature of modern economic institutions.

6. How does the course link with the specific programme(s) where it is being offered?

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The three components, namely, Choice Theory, Game Theory and Uncertainty are considered to be integral parts of modern economic analysis. The course introduces the basic concepts of the three above mentioned components such that the students may use them to solve simple problems.

7. Course Details:

a. Summary:

The course introduces students to choice theory, game theory and the theory of uncertainty. The course introduces the properties of binary relations and preferences that a rational individual may have. It introduces the concepts of revealed preference theory and that of rationalization. It introduces the concept of static games and dynamic games with complete information along with their application in economics. It introduces the concept of a Nash-equilibrium with pure strategies and mixed strategies. It helps students to understand a simple lottery and the concepts of risk neutral, risk averse and risk seeking behavior.

b. Objectives:

The Course is designed with an objective to prepare students for higher studies in Economics. The course covers three broad areas - (a) choice theory (b) game theory and (c) theory of uncertainty which are considered to be integral parts of modern economic analysis. Students who attend this course would have an advantage in understanding economic theories if they pursue Economics in future.

c. Expected learning outcomes:

The course introduces the basic concepts of the three above mentioned components such that the students may use them to solve simple problems.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. Introduction to choice theory

- Binary relations and preferences
- Introduction to revealed preference theory
- Concept of rationalization

2. Introduction to game theory

- Static Games of Complete Information along with some applications in economics
- Mixed Strategies and Existence of Equilibrium
- Dynamic Games of Complete Information
- Two-Stage Games of Complete but Imperfect Information

3. Introduction to the theory of uncertainty

- Simple lottery
- Von Neumann-Morgenstern expected utility
- Concepts of risk neutral, risk averse and risk seeking behavior

References:

- Mukherji A and S Guha, (2011), *Mathematical Methods and Economic Theory*, Oxford University Press, Delhi.
- Varian, Hall R., (1990), *Intermediate Microeconomics*, W.W. Norton & Company, New York, London.
- Jehle & Renne, *Advanced Microeconomic Theory*, Pearson Education, India
- Gibbons, R., *A Primer In Game Theory*
- Osborne, J. M., *An Introduction to Game Theory*
- Sen, A., 1970. *Collective Choice and Social Welfare*, Holden-Day.
- Tarski, A, 1995, *Introduction to Logic*, Dover Publications.

e. Contents (week wise plan with readings):

Week	Plan/Theme/Topic	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Mathematical Logic and Binary relations	Sen, A., 1970, Ch-1 & 1*, Tarski, A, 1995, Ch-1 & 2	Mukherji A and S Guha, (2011), Ch-2, Ch-3,	
2	Properties of Binary Relations and Preferences	Sen, A., 1970, Ch-1 & 1*		
3	Introduction to revealed preference and choice theory	Sen, A., 1970, Ch-1		
4	Concept of rationalization and internal consistency conditions	Sen, A., 1970, Ch-1		
5	internal consistency conditions	Sen, A., 1970, Ch-1		Test-1 (25%) Week-1-5
6	Static Games of Complete Information along with some applications in economics	Osborne, J. M Ch-2 and 3	Gibbons, R. Ch-1	
7	Mixed Strategies and Existence of Equilibrium	Osborne, J. M Ch-4	Gibbons, R. Ch-1	
8	Dynamic Games of Complete Information	Osborne, J. M Ch-5,6,7	Gibbons, R. Ch-2	
9	Two-Stage Games of Complete but Imperfect	Osborne, J. M Ch-5,6,7	Gibbons, R. Ch-2	Test-2 (35%) Week - 6-9

	Information			
10	Simple lottery	Jehle & Renne, Classnotes	Mukherji A and S Guha, (2011)	
11	Von Neumann-Morgenstern expected utility	Jehle & Renne, Varian, Hall R.,(1990),	Mukherji A and S Guha, (2011)	
12	Concepts of risk neutral, risk averse and risk seeking behavior	Jehle & Renne, Varian, Hall R.,(1990),	Mukherji A and S Guha, (2011)	Test-3 (40%) Week-1-12

8. Pedagogy:

- a. Instructional strategies: Classroom lecture
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): *Classroom, whiteboard and overhead projector.*
- c. Expertise in AUD faculty or outside: *Current AUD faculty has adequate expertise to teach the course.*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its *4th adjourned* meeting held on *22/01/2015* and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	B.A. (H) Economics
Course title	Statistical Methods for Economics
Course code	SUS1EC104
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	July 2011
Course coordinator and team	Dr. Jyotirmoy Bhattacharya

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This is an introductory course which provides a foundation for further courses in econometrics as well as for the discussion of empirical evidence in other courses.

It overlaps significantly introductory undergraduate courses in statistics offered by other disciplines.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Mathematics at the 10+2 level.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS policy.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long course.

5. How does the course link with the vision of AUD?

This is a basic tools course. In consonance with AUD's vision it equips students to ground their understanding of social realities in concrete facts while at the same time being aware of the limitations and blind spots of the methodologies they are employing.

6. How does the course link with the specific programme(s) where it is being offered?

The availability of data and computing power is making economics increasingly an empirical subject. The courses in the B.A. (H) Economics programme make use of statistical evidence to illustrate economic ideas wherever relevant and this course equips students to evaluate such evidence. It also provides the groundwork on which the core course on econometrics builds.

7. Course Details:

a. Summary:

This is an introductory course in statistics that introduces students to exploratory statistics and statistical inference as well as the use of statistical computing systems.

b. Objectives:

- i. To develop the practical skills of data exploration and visualization.
- ii. To introduce the basic ideas of probability theory used in statistics and econometrics as well as in economic theory.
- iii. To introduce students to the conceptual foundations of statistical estimation and inference.
- iv. To develop basic skills in mathematically analysing statistical procedures using tools from probability theory.

c. Expected learning outcomes:

- i. Students should be able to use standard statistical software to interactively explore data sets and to identify and present their salient features.
- ii. Students should be familiar with basic concepts from probability theory and be able to use them in calculations.
- iii. Students should be able to carry out basic estimation and inference tasks and report and interpret results in a way that shows an appreciation of the concepts involved.
- iv. Students should be aware of common pitfalls in the use and interpretation of statistical methods and be able to identify misuse of statistics in popular media as well as in published literature.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course has three main themes — data exploration and visualization, probability theory and statistical inference — to be covered in that order. Details of the themes are given below.

e. Contents (week wise plan with readings):

Core Reading

- [MMC] Moore, D.S., McCabe, G.P. and Craig, B.A. (2009), *Introduction to the Practice of Statistics*, 6th edition, W.H. Freeman and Co.
- [MM] Millier, I and Miller, M. (2014), *John E. Freund's Mathematical Statistics with Applications*, 8th edition, Pearson.

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introduction and visualization of univariate data.	Sources of data: observational and experimental; Kinds of	[MMC], Sec. 1.1, 22 pages	Tufte, E. (2001). <i>The Visual Display of Quantitative Information</i> , 2 nd ed., Graphics Press; Cleveland, W.S. (1994) <i>The Elements of Graphing</i>	

		variables: continuous and discrete. Histograms and frequency tables; use of statistical software.		<i>Data</i> , 2 nd ed., Hobart Press	
2	Numerical summaries of univariate data	Common measures of central tendency and dispersion; box plots; use of statistical software.	[MMC], Sec 1.2, 18 pages		
3	Numerical summaries and visualization of bivariate data	Scatterplots; correlation coefficients, least-squares regression; use of statistical software.	[MMC], Sec 2.1-2.3, 40 pages		Assessment 1 (10%) : Find a study reported in the news that uses statistics, report on the nature of data (observational/experimental) and the nature of variables (continuous/discrete); reproduce a graphic from the news using statistical software.
4, 5/1	Probability Axioms	Sample space and events; the axioms of probability and some of their immediate consequences; conditional probability and Bayes' theorem	[MM], Ch. 2, 40 pages	Stanford Encyclopedia of Philosophy (2011), "Interpretations of Probability", https://plato.stanford.edu/entries/probability-interpret/	
5/2.6	Random Variables	Definition of a random variable; discrete and continuous random variables; distribution and density	[MM], Ch. 3, 40 pages	Aldous, D. "Probability and the Real World" (website) https://www.stat.berkeley.edu/~aldous/Real_World/RW.html	

		functions, multivariate distributions; marginal and conditional distributions.		
6, 7/1	Mathematical expectation	Definition and properties, moments; Chebychev's inequality and the derivation of the weak law of large numbers, product moments; conditional expectations	[MM], Ch. 4 excluding 4.5, 25 pages	Test 1 (30%): Descriptive statistics; Probability axioms; random variables
7/2, 8/1	Special distributions	Discrete uniform; Bernoulli, Binomial, Uniform; Normal including the statement of the Central Limit Theorem without proof.	[MM], Sec 6.2-6.4, 7.2, 7.5; 13 pages.	
8/2	Sampling distribution	Sampling and the notion of sampling distribution; Sampling distribution of the mean of an IID sample drawn from a Normal distribution with known	[MM], Sec 9.1-9.2, 9 pages	

		variance			
9	Point estimation and confidence intervals	Sampling distribution; Unbiasedness, efficiency and consistency of estimator; Construction of confidence intervals; Illustrated for the mean of an IID sample from a Normal distribution with known variance.	[MMC] Section 5.2, 6.1. 22 pages	Salsburg, D. (1992) <i>The Lady Tasting Tea. How Statistics Revolutionized Science in the Twentieth Century</i> , Holt Paperbacks	Test 2 (30%): Mathematical expectations and special distribution.
10, 11	Hypothesis tests - I	Null and alternative hypothesis; test statistics; Type I and Type II errors; P-values and statistical significance. One-sided and two-sided tests; Power of a test and the choice between test statistics; Common pitfalls in hypothesis testing; All illustrated with tests for population mean.	[MMC] Section 6.2-6.4, 33 pages.	Ziliak, S.T. and McCloskey, D. (2002) <i>The Cult of Statistical Significance</i> , University of Michigan Press; Wasserstein, R. L., & Lazar, N. A. (2016). "The ASA's statement on p-values: context, process, and purpose." <i>The American Statistician</i> , 70(2), 129-133.	
12	Hypothesis tests - II	t-test for sampling from	[MMC] Chapte		

		Normal distribution with unknown variance; comparing two means; using the central limit theorem in large samples, use of statistical software.	rs 7 1-7.2, 40 pages.		
					Test 3 (30 %): Estimation and hypothesis testing

8. Pedagogy:

- a. Instructional strategies: Lectures. In weeks 1-3 and 12, laboratory sessions with hand-on training in the basic use of statistical software.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom with projector. For weeks 1-3 and 12, computer laboratory with at least one computer for every two students and appropriate statistical software.
- c. Expertise in AUD faculty or outside: Capabilities exist in AUD faculty to teach this course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies: - - ٤٥٥

The proposal was discussed by the Board of Studies in its ...3rd...meeting held on...13/03/2013...and has been approved in the present form.

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Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>Psychology</i>
Course title	<i>Organizational Behaviour (OB)</i>
Course code	<i>SUSIPS733</i>
Total Credits	<i>4</i>
Course type (core/compulsory/ elective/any other – please specify)	<i>Elective</i>
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	<i>Undergraduate</i>
Proposed date of launch	<i>Winter Semester 2012</i>
Course coordinator and team	<i>Gangmumei Kamei</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD? *Organizational Behaviour (OB) is offered as an elective course where students from other disciplines can choose if they have inclinations on the working of individuals, groups and structures in organizational set up. The course does not overlap with any other courses offered in the university.*
2. Specific requirements on the part of students who can be admitted to this course (Pre-requisites; prior knowledge level; any others – please specify): *No specific pre-requisites necessary for students to be admitted in this course.*
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per AUD rules.*
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): *Semester-long course.*
5. How does the course link with the vision of AUD? *The course mainly focuses on the importance of individual, groups and structure in effectively and efficiently achieving organizational vision, mission and goals. The course is positively linked with AUD's vision of combining equity and social justice with excellence, and to pioneer an institutional culture of non-hierarchical functioning, team work and creativity.*
6. How does the course link with the specific programme(s) where it is being offered? *Since OB is an applied field and also psychology being an applied discipline, it is practically linked with the psychology programme where the main focus is on the human, its behaviour and its surroundings.*
7. **Course Details:**
 - a. Summary:

Organizational Behaviour (OB) is the scientific study of human behaviour in relation to the organizational settings. Organizations vary in terms of their vision, mission and goals. But individual, group and structure remains the basic building blocks of those organizations. So, in depth understanding of those basic building blocks and exploring the various elements which affects them is crucial for the organizations survival, effectiveness and efficiency. This course would empower students with greater appreciation on how individual, group and structure shape the future organizations with various innovative and creative ideas. Literature from various sources are drawn to

meet the demands of the course as well as students interest in certain specific areas/topics. This course will be taught by a single faculty and at times experts in specialized fields related to the topics may be invited to make the students understand the deeper aspects of the subject.

b. Objectives: The objectives of the course are-

1. To learn the basic concepts of Organizational Behaviour and its applications in contemporary organizations.
2. To understand how individual, groups and structure have impacts on the organizational effectiveness and efficiency.
3. To appreciate the theories and models of organizations in the workplace.
4. To creatively and innovatively engage in solving organizational challenges.
5. To learn and appreciate different cultures and diversity in the workplace.

c. Expected learning outcomes: Students are expected –

1. To understand the conceptual framework of the discipline of OB and its practical applications in the organizational set up.
2. To deeply understand the role of individual, groups and structure in achieving organizational goals effectively and efficiently.
3. To critically evaluate and analyze various theories and models that contributes in the overall understanding of the discipline.
4. To develop creative and innovative ideas that could positively shape the organizations.
5. To accept and embrace in working with different people from different cultural and diverse background in the workplace.

Overall structure (course organisation, rationale of organisation; outline of each module):

The course is organized into seven interrelated modules which are central to the understanding of the discipline of Organizational Behaviour. Each module is presented in such a way that students will find it interesting to read and understand the conceptual framework and its applications in the workplace settings.

A brief outline of the modules is given below:

1. **Introduction to Organizational Behaviour (OB):** Concept of Organizational Behaviour, manager and organization, Henry Fayol's management functions, contemporary management functions, Henry Mintzberg's managerial roles, management skills, evidence based management, challenges and opportunities for OB.
2. **Work Motivation:** Concept of motivation, early theories of motivation: Maslow theory on hierarchy of needs, McGregor's theory X and theory Y, Herzberg's two-factor theory, McClelland's theory of needs, Contemporary theories of motivation: self-determination theory, goal setting theory, self-efficacy theory, reinforcement theory, equity theory, expectancy theory.
3. **Communication:** Definition of communication, channels of communication, directions of communication, interpersonal communication, functions of communication,

computer aided communication, choice of communication, barriers to effective communication, current issues in communication.

4. **Decision Making:** *Perception and decision making, attribution theory, rational decision making model, decision making in organizations, creativity in decision making, individual differences and organizational constraints, cultural differences in decision making, ethics in decision making.*

5. **Leadership:** *Leadership and its types, charismatic leadership, transformational leadership, visionary leadership, theories of leadership, trait theories, behavioral theories, contingency theories, contemporary leadership roles, finding and creating effective leaders.*

6. **Power and Politics in organizations:** *Definition of power and politics, bases of power, power tactics, unequal power in the workplace, political behaviour and types, factors contributing to political behaviour, responding to organizational politics, defensive behaviours, impression management, ethics and global implications.*

7. **Organizational Culture:** *Concept and definition of organizational culture and organizational climate, essence of organizational culture, functions of culture, dysfunctional aspects of culture, ethical organizational culture, creating positive organizational culture, spirituality and organizational culture.*

References:

Core reading lists:

- Robbins S.P. (2011), 'Organizational Behavior' (Fourteenth ed.), Pearson: Delhi
- Luthans F. (2010), 'Organizational Behavior' (Twelfth ed.), Tata McGraw-Hill Education: Delhi

Supplementary reading list:

Readings would be given to the students one week before the commencement of the class. Students would be given only a part/chapter for each module from selected book(s)/journal, magazine etc. Movie screening, video clips, audio recordings etc related to a particular module would be an ingredient part of the course. The lists of readings are given below:

1. Hellriegel D. (2011), 'Organizational Behavior' (Thirteenth ed.), South Western Educational Publishing: USA
2. Pareek U. (2012), 'Understanding Organizational Behavior' (Third ed.), Oxford University Press, USA
3. Robbins S.P. (2010), 'Essentials of Organizational Behavior' (Tenth ed.), Pearson: Delhi
4. Schermerhorn J.R. (2010), 'Organizational Behavior' (Eleventh ed.), John Wiley & Sons, Inc.: USA

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Presentations	3rd Week	20%

2	Group Discussions	6 th Week	20%
3	Seminar	10 th Week	20%
4	End Semester Exam	Last week	40%

8. Pedagogy:

- a. Instructional strategies: *Most of the classes will be transacted through the lecture mode coupled with presentations, group discussions, seminar, workshop etc.*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): *Audio-visual classroom would be needed for the class.*
- c. Expertise in AUD faculty or outside: *NA*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): *NA*


Signature of Course Coordinator(s)


Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{8th}.....meeting held on.....^{04/03/2016}.....and has been approved in the present form.


Signature of the Dean of the School


 Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Psychological Testing
Course code	SUSIPS713
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Anoop Koileri

1. Does the course connect to, build on or overlap with any other courses offered in AUD? The course builds on B A psychology courses on 'Case Study' and 'Methods in Psychology'
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
Students should have completed the courses 'Understanding Personality' 'Statistics' 'Methods in Psychology'
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
5. How does the course link with the vision of AUD? The course deconstructs the idea of achievement testing in education by foregrounding the constructed and contextual nature of concepts- psychological concepts- enabling students to critically reflect on and understand scoring in achievement tests, intelligence tests etc.
6. How does the course link with the specific programme(s) where it is being offered? The course introduces students to the use of psychometrics and measurement of psychological variables.
7. **Course Details:**
 - a. Summary:
The course will provide students with the skill to measure individual differences on a number of variables using standardized testing material. The ethical and social implications of psychological assessment in different contexts will also be discussed.
 - b. Objectives: Such a course will be of immense interest to students to orient them to the use of diagnostic tools and psychometrics in schools, NGOs and other organizational contexts. Psychological testing is also a significant requirement in clinical work. Students will learn about the strengths and limitations of testing, how to administer tests, interpret results and how to report on their findings.

- c. Expected learning outcomes: After studying this course students should be able to use the available instruments to determine intelligence, personality, creativity and related variables amongst others. Students will also be acquainted with the preliminary aspects of psychometrics and the discussion around the construct they are learning to measure.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

Introduction to Psychological Testing: This module will include the introductory concepts and history of Psychological Testing. What is the difference between a lay instrument and a standardized test? What are the features of a test that make it reliable, valid and objective? What are the strengths and limitations of testing? Ethical considerations.

Introduction to Intelligence testing: This module will focus on the theories of intelligence and how they have been used to operationalise intelligence. How has the construct of intelligence evolved historically.

Introduction to Personality testing: This module will focus on personality theories and the different ways in which personality can be measured.

Test administration: Students will learn to administer any two tests from the ones available. Test administration, scoring, interpretation of results, report writing.

- e. Contents (week wise plan with readings):

Week	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Introduction to Psychological Testing		1. This module will include the introductory concepts and history of Psychological Testing. What is the difference between a lay instrument and a standardized test?	Gregory Robert, Psychological Testing: History, Principles and Applications, 7th Edition		Class test (20%)

2		1. What are the features of a test that make it reliable, valid and objective?			Class test(20%)
3		1. What are the strengths and limitations of testing? Ethical considerations.	Freeman Frank S. Theory and Practice of Psychological Testing		File with test reports(20%)
4	Introduction to Intelligence testing	This module will focus on the theories of intelligence and how they have been used to operationalise intelligence.			End Semester Written Exam(30%)
5		1. How has the construct of intelligence evolved historically.			Viva(10%)
6	Introduction to Personality testing	This module will focus on personality theories.			
7		The different ways in which personality can be measured.			
8	Test administration	Students will learn to administer any two tests from the			

		ones available.			
9		Students will learn to administer any two tests from the ones available.			
10		Students will learn to administer any two tests from the ones available.			
11		1. Test administration, scoring, interpretation of results, report writing.			
12		1. Test administration, scoring, interpretation of results, report writing.			

Reading List:

- Nunnally, J. C. (1978). *Psychometric theory*. New York: McGraw-Hill.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing (7th ed.)*. Upper Saddle River, NJ, US: Prentice Hall/Pearson Education.
- Singh, A.K. (2009). *Tests, Measurements and Research Methods in Behavioural Sciences* Bharati Bhawan, New Delhi
- Bryman, A.(2004). *Quantity and Quality in Social Research*.Routledge.
- Dyer, C. (2001) *Research in Psychology: A Practical Guide to Research Methodology and Statistics (2nd Ed.)* Oxford: Blackwell Publishers

- Gregory, R.J. (2006). Psychological Testing: History, Principles, and Applications (4thEd.).New Delhi: Pearson Education.
- Kerlinger, F.N.& Lee, H.B.(1999). Foundations of Behavioural Research. Wadsworth
- Murphy, K.R. & Davidshofer, C. O. (2004). Psychological Testing: Principles & Applications (6thEd.) New Jersey: Prentice Hall.
- Neuman, W.L. (2006). Social Research Methods: Qualitative and Quantitative Approaches (6thEd.) Boston: Pearson Education.
- Willig, C. (2001). Introducing qualitative research in psychology: Adventures in theory and method. Philadelphia : Open University Press.

8. Pedagogy:

- a. Instructional strategies: Lecture/ Film screening/ Group administration
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space: any other – please specify): Psychological Testing Lab, Testing Material
- c. Expertise in AUD faculty or outside
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....^{18/03/2015}.....and has been approved in the present form.


Signature of the Dean of the School.

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Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Hons) Psychology
Course title	Psychology for India
Course code	SUS1PS712
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Discipline compulsory for BA Psychology, Elective for others
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013
Course coordinator and team	Anshumita Pandey

- Does the course connect to, build-on or overlap with any other courses offered in AUD?
 The course will develop critical perspectives, in particular the relevance of situated knowledge and culture and psyche, brought up earlier in courses like *Understanding Personality and Identity through Popular Narratives*.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
 Students should have successfully completed *Understanding Personality*.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): 45-50
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester
- How does the course link with the vision of AUD?
 AUD aspires to bring together academic excellence with social justice. The course on *Psychology for India* takes up the necessity of situated knowledge as a lens as it asks the student to critically reflect on the limits of a universal psychology. Re-apprehending the story of global psychology as a ‘glocal’ psychology – of its Western origin and environ – allows an opportunity for an active and affirmative understanding of other(ed) locations. Of other(ed) cultures as such locations. What are the conceptual and pragmatic tools needs for such an engagement? Does Psychology need to be liberated from complacent and complicit foundational biases if it is to work towards its emancipatory potential? What of the contributions from the Indian side – writings from practitioners of Psychology in India? Through this bivalent engagement the course attempts to look at resources for a critical cultural psychology in India.
- How does the course link with the specific programme(s) where it is being offered?

Offered in SUS Psychology, *Psychology for India* aims at helping the student come to an appreciation of the practice of a critical cultural Psychology in India. To this end, it aims to familiarise the student with a knowledge basic themes and concerns in traditions of Critical and Cultural Psychology. The course hopes to sensitize the student to psychology as the

practice of human and social realities and as such its of locatedness which sets up an ethical mandate. It then attempts to imagine the practice of such a Psychology relevant to India by looking as concerns and contributions in theorizing lived experiences and the everyday in India as it focuses on notions of self from a multiplicity of perspectives, questions of caste and gender as well as indigenous healing traditions.

7. Course Details:

a. Summary:

The paper, premised on the limits of a universal psychology, attempts to circumscribe what passes off as the discipline of psychology into a culturally located form: located in a primarily western European context. It questions the relevance of a psychology emanating primarily from West/Europe to Non-western and Non-European cultures, experiences and psyches and attempts to look for resources for a culturally sensitive psychology. Have Indian psychologists, psychoanalysts and psychiatrists dealt with the question of 'the Indian psyche'? Does this situated lens carry a potential to re-define critical ideas within psychological corpus? Do we need to critically examine the insights emanating from the Indian side as well? Through this bivalent, critical engagement with both with both the west and the east, with the received discipline of psychology and its Indian counterpart, the paper endeavors to carve out a space and appreciation of a possible 'Psychology for India'.

b. Objectives: To bring to the student:

- a critical relationship with psychology as a discourse and the universalistic assumptions inherent in the same.
- an appreciation of the need for 'situated knowledge': psyches, life experiences are embedded in historical, cultural, socio-political contexts.
- an attempt to imagine the praxis of a critical cultural Psychology in India through discussing themes of self, health, caste, and gender.

c. Expected learning outcomes: By the end of the course, the student is expected to have:

- Initial insights into traditions of critical and cultural psychology and their relevance to a reflexive praxis of Psychology.
- A grasp of how notions of self and psyche have been theorised in the Indian context in a variety of perspectives catering to 'essential multiplicity'.
- A critical understanding of hegemonic voices and 'minor' narratives that structure 'Indian' experiences. Caste and gender become two critical sites in the imagination of an alternatives politics of Psychology.
- An appreciation contributions to discourses of mental health by looking at sites of cultural healing and local and folk traditions.

- d. Overall structure (course organisation, rationale of organisation; outline of each module): Units 1 and 2 introduce the student to basic themes in critical and cultural psychology creating apertures to debate philosophical basis of paradigms, its constitutive omissions and the necessity of situated knowledge. They ask the student to think about 'Indian experience' and the practice of Psychology in India even as they sensitise the classroom to hegemonic voices that structure experiences in the everyday. They thus lay the foundation of what it means to engage in a self-reflexive and culturally sensitive

praxis in India. Within such critical-theoretical underpinning, in the subsequent units we begin to focus on and deepen the understanding of themes like notions of self and identity as written about in and by India. A look at caste and gender allows the grasp of structural violence in the everyday. Local healing traditions offer us a glimpse into indigenous cosmologies and contributions to discourses of mental health, care and cure. .
Contents (plan with readings):

Unit 1: Do we need a “Cultural Psychology”?

Is the discipline of psychology a ‘global’ or a ‘glocal’ affair? What are its inclusions? What remains on the outside? Are disciplines constructed? Do disciplines have a history? What is the history of psychology as a discipline? How does it accommodate multiplicity of truths? What insights does it offer us about experiences of an ‘Indian’ psyche? Routed through writings in the field of Critical and Liberation psychology, tracing the impact of post-modern scholarship as well as paradigmatic shifts that Cultural psychology opens up: the introductory unit hopes to start a dialogue with the student about disciplines as discourses, the relationship of power and knowledge therein and the need for a culturally sensitive psychology.

- ‘Critical Psychology for Social Justice: Concerns and Dilemmas’, *Critical Psychology: An Introduction*, Fox D, Prilleltensky I, Austin S (2nd ed), Sage Publications, 2009
- ‘The Role of the Psychologist’, *Writings for a Liberation Psychology*, Martin-Baro I, Harvard University Press, 1994
- ‘Psychological Science in a Post-Modern Context’, Gergen K, *The American Psychologist*, 2001 (56), 803-813
- ‘Cultural Psychology – What is it?’, *Cultural Psychology: Essays on comparative human development*, Stigler JW, Shweder RA, Herdt G ed., Cambridge University Press, 1999

Unit 2: ‘Indian’ Psychology or Psychology for India?

What are the constitutive assumptions on which a cultural perspective bases itself? More specifically, the central premises underlying ‘Indian’ epistemological traditions? What is ‘Indian’ Psychology? Can there be an essential model of *an Indian psyche*? Is there ‘an Indian way of thinking’? How does Psychology as a discipline render itself **relevant** in Indian soil scents? The unit opens up the need for self – reflexive praxis of Psychology in India.

- ‘The Non – Paradigmatic Crisis of Indian Psychology: Reflections on a Recipient Culture of Science’, Nandy A, *Indian Journal of Psychology*, 1974
- ‘Is there an Indian Way of Thinking?’, Ramanujan AK, *Contributions to Indian Sociology*, 1989
- ‘Introduction’, *The Indians*, Kakar S, Penguin, 2009
- *Anek Ramayan*, Documentary film, Sen, Theatrically Active Parents for Education (TAPE), 2007

Unit 3: Notions of Self and Identity

Self and its intimacies forms the leitmotif of this unit as we begin to explore psychic structures in India. What are the theories of personhood, consciousness, motivations and aesthetics that shape psyches? How does a specific configuration of family and relational ties impact questions of separation and identity? What forms of representation have these found in the discipline of

psychology? We proceed through a close reading of writings by modern day psychologists, psychoanalysts and social theorists on notions of self and identity.

- *'The Maternal Feminine in Indian Psychoanalysis'*, *Culture and Psyche*, Kakar S, Oxford University Press, 2008
- *'The Indian Mind'*, *The Indians*, Kakar S, Penguin, 2009
- *'The Psychology of Self and Identity: Perspectives from the Indian and Western Traditions'*, Paranjpe A, *Handbook of Psychology in India*, Misra G ed., Oxford University Press, 2011
- *'Beyond the Mask: An Exploration of Human Identity based on the work of Sri Aurobindo'*, Cornelissen M, *Handbook of Psychology in India*, Misra G ed., Oxford University Press, 2011

Unit 4: Caste in India

The unit attempts to bring together 'the subject' and 'the abject' as it focuses and discusses Caste in India, its rootedness in psyches and psychosocial reality and the 'ontological trauma' of being born as an other. Stories of oppression, resilience and critique, these life narratives become lenses to look at 'situatedness' anew as they de-center entrenched locations of the normative. Ambedkar's life and writings become an essential conduit.

- *'The Inner Experience of Caste'*, *The Indians*, Kakar S, Penguin, 2009
- *'Humiliation: Politics and the Cultural Psychology of the Limits of Human Degradation'*, Nandy A, *Humiliation: Claims and Context*, Guru G ed, Oxford University Press, 2009
- *'Phenomenology of Untouchability'*, *The Cracked Mirror: An Indian Debate on Experience and Theory*, Guru G and Sarukkai S, Oxford University Press, 2012
- *Annihilation of Caste (Annotated Critical Edition)*, Ambedkar BR, Navyana, 2014

Unit 5: Gender and Morality

Routing itself through a critical reading of myths and folklore, writings on the lived realities of Woman in India, the unit attempts to explore notions of identity, of masculinity and femininity, questions of motherhood and daughterhood as they inform and shape self-experience of being a woman in India.

- *'Women's Identity in Psychological Theory and the Indian Cultural Context'* Kishore K, Misra G, *Handbook of Psychology in India*, Misra G ed., Oxford University Press, 2011
- *'Motherhood and Daughterhood'*, *Of Woman Born: Motherhood as Experience and Institution*, Rich A, WW Norton, 1995
- *'Language and Body: Transactions in the Construction of Pain'*, *Life and Words: Violence and the Descent into the Ordinary*, Das V, Oxford University Press, 2006
- *Sita Shakti: Cultural Paradigms for Indian Women*, Guzder J, Krishna M, Transcultural Psychiatric Research Review, 1991
- *Sita sings the blues*, Animated film, Paley N, 2008

Unit 6: Mental Health in Indian traditions

The unit traces the departures from western notions of mental health and chronicles indigenous approaches to classification and treatment. Sites of cultural healing, a key emphasis, opens up alternative discourses of cure and notions of self and modalities of 'being-in-the-world' as one sets up a dialogue and between culture and psychology.

- *'Soul Knowledge and Soul Force: The Pir of PatteshahDargah', Shamans, Mystics and Doctors: A Psychological Inquiry into India and it's Healing Traditions*, Kakar S, The University of Chicogo Press, 1991
- *'Healing and Culture', Shamans, Mystics and Doctors: A Psychological Inquiry into India and it's Healing Traditions*, Kakar S, The University of Chicogo Press, 1991
- *There's something in the air*, Documentary film. Ghufraan I, 2012

8. Pedagogy:

- a. **Instructional strategies:**The course is transacted primarily in a lecture modality. The classroom is imagined as a space of rich discussion and interaction where students listen to each other from different constellations that make for opportunities of reflections and critique. Student presentations and group discussions facilitate the same. Clinical case studies, films and documentaries become critical resources that bridge theoretical gleanings with embodied realities and lived experience even as they illustrate the challenges in theorising experience and affirming voice.

Tentative Assessment Plan:

SNo	Assessment	Date/period in which Assessment will take place	Weightage
1	Reflective Writing (Essay/Article Review)	Mid- February	30%
2	In Class Exam	End –March	40%
3	Viva/ Class Presentations	End –April	30%

- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):**Audio-visual support in the classroom.
- c. **Expertise in AUD faculty or outside:** Faculty at SHS, with their background in Psychology, is equipped to transact the course.
- d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** None as of now.


Signature of Course Coordinator(s)

Note:

- (10)
1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
 2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
 3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....18/03/2015.....and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Understanding Childhood
Course code	SUS1PS707
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Compulsory for BA Psychology and elective for the others
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter semester 2011
Course coordinator and team	Vinod R

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 The course builds on perspectives from courses in BA Psychology such as Cognition, Understanding Personality and Identity through Popular Narratives.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)
 Students should be comfortable with either Hindi or English, preferably both.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 42
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 Semester
5. How does the course link with the vision of AUD?
 The course introduces students to critical reflection of constructs and issues around children, childhood and families in historical and socio-cultural contexts. Global economic and social changes have impacted status of education and health care, structure of labour markets raising militarization and degradation of natural environments. Hence, study of narratives of children's lives not as victims but also as those who possess agency to remake the spaces they cohabit with emphasis on the socialization of children in India would be examined.
6. How does the course link with the specific programme(s) where it is being offered?
 The human develops through multiple complex processes starting even before birth. Studying the lives of children throws light on the processes and contexts within which these transformations take place. These are studied through theoretical perspectives of Piaget, Vygotsky, Erikson and Bowlby, Bronfenbrenner, Kohlberg and Gilligan.
7. **Course Details:**
 - a. Summary: The child occupies a significant place in contemporary Psychology. This course discusses the historical views of childhood/s and children. It attempts to arrive at an understanding around interdisciplinary interpretations views on childhood. Students will be familiarized with the lives of children in various contexts within India and highlight the criticality of the (mis)perception that childhood is a homogenous entity and

the dialogue and engagement with differently abled children. It also discusses the concept of family, early experiences and social development through theoretical models of Bronfenbrenner and Bowlby. There is a focus on elementary cognitive processes of perception, sensation and attention to explore the notion of child as a scientist/ problem solver to child as apprentice through the theoretical perspectives of Piaget and Vygotsky. The course also attempts to address questions such as: why do children play? Is there a relationship between playing and reality? The course also examines the relationship between moral reasoning and moral behaviour through children's literature.

b. Objectives:

- i. To enable students understand the category of childhood as a contested terrain influenced by historical and socio-cultural context.
- ii. To enable the students understand through childhood ethnography that how a focus on children's lives can provide a means to reassess our ideas about education, work, violence and suffering.
- iii. To engage students critically reflect on the experiences of parenthoods, and debate as well as reflect upon various issues that emerges in understanding the experience of the infant in a family setup. The students would come to have an appreciation of the world of a child - outside and inside - with different frames - as a social category, having its own relationship with the margins.
- iv. To develop a theoretical understanding around cognitive development in children and the relevance of art, playing and morality from a cognitive as well as psychoanalytic perspective that allows one to begin to question and thus deconstruct and reconstruct the relationship between childhood and society.

c. Expected learning outcomes:

The experience of listening to several narratives of childhoods of classmates in the classroom will help students situate the understanding of the relevance of Universalization of the notion of childhood and the limit of its conceptualisation. It will enable students to make sense of qualitative research on children based on childhood ethnographies on education, work, violence and suffering. They will develop a sensibility around theoretical perspectives of Piaget, Vygotsky, Erikson, Kohlberg to appreciate the inner world of children. It will help develop sensibilities around rights of children and childhood at the margins (caste, gender, disability).

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course has 6 modules. Out of the 6 modules first and third module are compulsory because the theme of multiplicities and universality in the universal construction of childhoods in psychology is the critical theme in understanding childhood. Hence the two modules are compulsory

Any two modules out of the rest four namely from second, fourth, fifth and sixth should be taken up mutually based on student's interests, curiosities and questions. Second module will be transacted through group presentations by the students.

The course provide for an experience for understanding multiple childhoods in India. It provides for multiple interactions and observations of children from different margins

and tries to problematize the construction of single childhood of a biological perspective through field visits, and observations on children. Through ethnographic narratives of research on childhoods and the students' biographical experiences on their childhoods it tries to make sense of cognitive, psycho-social and moral theories in psychology to reflect and understand the inner world of the children.

The course would endeavour to work with themes of Nostalgia, trauma, experiencing of parenting styles, attachment, art, play and relationship to cognitive and psychoanalytic perspectives of childhood. Theoretical perspectives of Jean Piaget, Lev Vygotsky, Freud, Erikson, John Bowlby, Winnicott, Bronfenbrenner, Kohlberg and Carol Gilligan. It would attempt to deconstruct and reconstruct the relationship between childhood and society given the sociocultural milieu and the discourse in the classroom..

- e. Contents (plan with readings): **module 1st and 3rd module are compulsory any two modules from the rest 2nd, 4th, 5th and 6th module may be chosen based on students interest and questions. A total of 4 modules would be taken up for the course.**

Module 1: The construct of childhood

The child occupies a significant place in contemporary Psychology. This unit will discuss the historical views of childhood and children. It would attempt to arrive at an understanding around interdisciplinary interpretations views on childhood. It would focus on contextual and cultural differences in the lived experience of children in varied familiar contexts. This would also necessitate an exploration around articulating childhood memories and experiences, and exploring the limitations and potentials of listening, communicating and relating to one's own self and the autobiographical anecdotes of peer group in the classroom.

Corsaro, W. A. (2011). *The Sociology of Childhood* (pp. 67-115). New Delhi, ND: Sage.

Saraswathi, T.S. (1999). *Culture, socialization and human development* (pp. 45-61 & 30-44). New Delhi, ND: Sage.

Holt, J. (1974). *Escape from Childhood- The Needs And Rights of Children* (pp. 57-62, pp. 63-69, p. 70-75). Bhopal: Eklavya.

Module 2 : Childhoods in India

In this module students will be familiarized with the lives of children in various contexts within India and highlight the criticality of the (mis)perception that childhood is a homogenous entity and the dialogue and engagement with differently abled children. The unit will be taught through student presentations of childhood ethnographic accounts of various case studies in the books titled *Childhoods in South Asia* (edited Deepak Kumar Behera, Pearson, 2007) covering the following themes: child labour and domestic service in south Asia, Everyday life in a slum in Delhi: views of the children, Childhood and motherhood: among Punjabi urban sweepers, . Respite and rupees: the impact of new market economy, new market opportunity on everyday lives of children and young people in the Indian Himalayas, The impact of drought on indigenous children: the case of Kalahandi district in Orissa, , Ritual 'selling' and throwing away of children: temporary identifications in a converging tribal and caste society

Behera, D.K. (2007). *Childhoods in South Asia* (pp. 1-25). New Delhi, ND: Pearson.

Weiner, M. (1991). *The child and the state in India. child labour and education policy in comparative perspective* (pp. 1-53). New Jersey, NJ: Princeton University Press.

James, A. & Prout, A. (1997). *Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood* (pp.145 – 162, pp 190-216, pp165-189). London: Routledge Falmer.

Module 3: Prenatal Development and family in cultural context

The major developments in the foetus that take place before birth will be the focus of this module. The focus of the module would also be in understanding various aspects of planning and preparing for parenthood, new born, growth and development of infant, physical care; as well as critically examining notions of sex selection, abortion, sperm donation, contraception, adoption, pregnancies, fatherhood and motherhood, single parenting. This unit will also discuss the concept of family, early experiences and social development through theoretical models of Bronfenbrenner and Bowlby. The theories of attachment, cultural variations of attachment, maternal/ paternal sensitivities, maternal enthrallment, mothering and mirroring impact of short term and long term deprivations and privation, other attachments (siblings, peer relationships, gender relations) and the impact of parenting style and mental health will be emphasized within a cultural framework.

Hurlock, E.B. (2003). *Child growth and development* (pp. 2-46, 48-86, 116-130). New Delhi, ND: Tata Mc Graw-Hill.

Cole, M. & Cole, S. (1989). *The Development of Children* (pp.83-118). New York, NY: Scientific American Books.

Richard, G. (2005). *Psychology the Science of Human Behaviour* (pp 541 – 565). United Kingdom, UK: Hodder Arnold.

Kagitcibasi. C. (2007). *Family Self and Human Development Across Cultures, Theory and Applications* (pp 19-34, pp 72-97). New Jersey, NJ: Lawrence Erlbaum Associates.

Kakar, S. (1978). *The inner world: A psychoanalytic study of childhood and society in India* (pp. 113-139). New Delhi, ND: Oxford University Press.

Module 4: Cognitive Development

This unit would focus on elementary cognitive processes of perception, sensation and attention to explore the notion of child as a scientist/ problem solver to child as apprentice through the theoretical perspectives of Piaget and Vygotsky.

Cole, M. & Cole, S. (1989). *The development of children* (pp.144-148, pp.177-187, pp. 274-280, pp.395-403, pp. 523-527). New York, NY: Scientific American Books.

Richard, G. (2005). *Psychology the science of human behaviour* (pp. 581-600). United Kingdom: Hodder Arnold.

Bevli .U.K., Kapoor, R., Bharati, K., Tiwari, L. (1990). *The growth of logical thinking in children* (pp.19-57). New Delhi, ND: NCERT.

Vygotsky, L.S. (1978). *Mind in society* (pp79-91). Cambridge: Harvard University Press.

Module 5: The World of Art and Play

This unit would focus on observing children at play to understand the nature and its relationship of play to linguistic and social development and therapy. Why do children play? Is there a relationship between playing and reality? Students will learn about the relevance of play in children's lives from both the cognitive perspective of Piaget and psychoanalytical perspectives of Erik H Erikson and Donald Winnicott.

Guldberg, H. (2009). *Reclaiming childhood* (pp 73-91). London: Routledge Taylors and Francis Group.

Winnicott, D. W.(1964). *The child, the family, and the outside world* (pp 143-146). Cambridge:Perseus publishing.

Deviprasad. (1998). *Art the basis of education* (pp 42-71). New Delhi, ND;National Book Trust.

Erikson, E. H. (1972). *Childhood and society* (pp. 209-246). New York, NY: W.W.Norton.

Module 6: Emergence of morality in Child's relations and communication

This unit would begin in trying to understand the different levels of the adult child communication patterns and the relationships that emerge through reading children literature, stories, popular comics and fiction. This module then would attempt to see the relationship between moral reasoning and moral behaviour. The frame work of moral development will be introduced through the theories of moral development theorised by Kohlberg, Gilligan, Piaget. The theme of infantile sexuality would be discussed from a Freudian frame work. The unit would examine the discourse of presence and /or absence of sexuality in childhood and the prevalence of child sexual abuse to contextualise morality of childhood in the Indian context.

Premchand. (2009). *Idgah*. Delhi: Sahitya Prakashan

Exupery, A. S. (1995). *The Little Prince*. London:Wordsworth.

Berk, L. L. (2002). *Child development* (pp. 475-517). New Delhi, ND: Prentice Hall of India.

Lukens, J. R. (1995). *A critical handbook of children's literature* (pp.1-8, pp.11-35). New Delhi, ND: Harper Collins College Publishers.

Freud, S. (1991). *On sexuality* (pp. 88-126). London: Penguin.

Kakar, S. (1981). Child in indian tradition. *The inner world: a psychoanalytic study of childhood and society in India* (pp. 189-211). New Delh.ND: Oxford University Press.

Gilligan, C. (1993). *In a different voice* (pp. 93-105). Rhode Island: Harvard University Press.

8. Pedagogy:

- a. Instructional strategies: film/ documentary reviews, field visits, reflective diaries, group presentations, along with didactic lecture modes and presentations.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Overhead Projector and audio visual system set up
- c. Expertise in AUD faculty or outside
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

9. Assessment structure (modes and frequency of assessments)

One take home assignment which is a film /documentary reviews of any two films from the following list Documentary: Babies (2010), Children of pyre (2008), Movic: Vicky donor (2012), Pather Panchali(1955), Film: Life is Beautiful (1997)

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Weightage in percentages
1	Presentations/ film review	20
2	Mid Semester Exam	20
3	Home assignment/diary	20
4	End Semester Exam	40

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{8th}.....meeting held on.....^{04/03/2016}.....and has been approved in the present form.

[Handwritten Signature]

Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>Psychology</i>
Course title	<i>Human Cognition</i>
Course code	<i>SUS1PS702</i>
Total Credits	<i>4</i>
Course type (core/compulsory/ elective/any other – please specify)	<i>Compulsory for Psychology majors and elective for other disciplines</i>
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	<i>Undergraduate</i>
Proposed date of launch	<i>2010-2011</i>
Course coordinator and team	<i>Gangmumei Kamei</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD? *The course serves as a fundamental building block to understanding the basics of Psychology and cognitive processes. It does not overlap with any other courses offered in AUD.*
2. Specific requirements on the part of students who can be admitted to this course (Pre-requisites; prior knowledge level; any others – please specify): *No specific pre requisites necessary.*
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per AUD rules.*
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): *Semester long course.*
5. How does the course link with the vision of AUD? *The course on Human Cognition mainly focuses on the human cognitive processes and the central theme of learning is about human mind, its experiences and manifestations through different situations and times. Since the university focuses in transforming human experiences into lessons for the future, the course would help in developing among the students to appreciate, learn and transform their experiences for social justice and equity*
6. How does the course link with the specific programme(s) where it is being offered? *The course is designed for the undergraduate programme in Psychology but it can also be linked to different programmes such as sociology, education, culture etc. where the primary focus is on understanding human mind and behaviours through different perspectives.*
7. **Course Details:**
 - a. **Summary:** *The course on Human Cognition introduces the students about the discipline of Cognitive Psychology and the different areas such as perception, memory, attention, intelligence, language, cognitive development, culture etc. in the various manifestations of the study of mind and behaviour. It introduces the basic framework on how Cognitive Psychology as a discipline scientifically studies and understands cognitive process through various quantitative and qualitative methods of inquiry. As an applied field, the course also takes through the various applications on how human mind works in different situations and in our everyday life such as the applications of human memory in the use of Artificial Intelligence (AI) and modern machines. Role of culture and social*

surroundings in shaping our mind and behaviour is also an integral part of this course on Human Cognition.

b. **Objectives:** The objectives of the course are outlined below:

1. *To understand the basic concepts of Cognitive Psychology, its roots and its subject matter of study.*
2. *To study and understand the concept of cognition and human behaviour.*
3. *To appreciate the use of various models, theories and methods in understanding cognitive processes.*
4. *To apply the concepts of Cognitive Psychology in everyday life.*

c. **Expected learning outcomes:** Students are expected-

1. *To learn the conceptual framework on the study of Cognitive Psychology and the study of mind and cognitive processes.*
2. *To learn and understand the link between human cognition and behaviour both in terms of covert and overt behaviour.*
3. *To deeply understand and appreciate how psychological theories, models and methods help in understanding and assessing cognitive processes.*
4. *To learn and apply the concepts of Cognitive Psychology in our life and in the study of other disciplines.*

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The course is organized into various modules spread over a period of one semester. Each module covers some of the most important topics in the study of Cognitive Psychology and human cognition. Reading materials on each module is given in advance so that students can read, develop and share some of the critical issues in the class based on the reading of the text. The main rationale of such an organization is to deeply appreciate and also to critically analyse the concepts, theories and models of Cognitive Psychology and its applications from different vantage points.

The outline of each module is presented below:

1. **Cognition and Psychology:** *History, domain, and concept of Cognitive Psychology, information processing model, cognitive models, parallel distributed processing model, Artificial Intelligence (AI) and human cognition, neurocognitive techniques, evolutionary cognitive psychology.*
2. **Theories of Cognitive Development:** *Piaget's stage theory, Vigotsky's sociocultural theory, Kohlberg's theory of moral development, Erikson's theory of psychosocial development.*
3. **Attention:** *Concept of attention, bottleneck theories of attention - Broadbent's filter model, Treisman's attenuation model, Deutsch-Norman's memory selection model, capacity theory, automatic processing, neurocognition of attention*
4. **Memory:** *Definition of memory, Atkinson and Shiffrin model, neural network models, short term memory and working memory, long term memory and its types, forgetting, memory disorders, techniques to improve memory.*

5. **Intelligence and Creativity:** *Theories of intelligence – Gardner's theory, Sternberg's theory, Cattell's theory, measurement of intelligence, role of heredity and environment in intelligence, emotional intelligence, creativity and intelligence.*
6. **Language:** *Language and thought, Chomsky's theory, linguistic-relativity hypothesis, bilingualism and dialect, slips of the tongue, metaphorical language, language in social context, conversational postulates, gender and language, neuropsychology of language – aphasia, autism etc.*
7. **Culture and Cognition:** *Concept of culture, cultural psychology, cross-cultural psychology, influence of culture on human behavior and mental processes, concept of self and identity in culture, contemporary ideas on the role of culture in cognition.*

References/ Reading lists:

- Baron-Cohen, S. (2002) The extreme male brain theory of autism. *Trends in Cognitive Sciences*, 6, 248-254.
- Boroditsky, L. (2003). Linguistic Relativity. In Nadel, L. (Ed.) *Encyclopedia of Cognitive Science*. MacMillan Press: London, UK, pages 917-921.
- Braisby N. & Gellatly A. (2005), 'Foundations of Cognitive Psychology', *Cognitive Psychology*, OUP, (p. 1-32)
- Goswami U. (2008), 'Theories of cognitive development,' *Cognitive Development: The Learning Brain*, Pyspress: NY.
- Matsumoto D. & Juang L. (2017), 'Culture and Psychology', Cengage Learning, USA, Sixth edition, (p. 1-31).
- Nisbett R. & Norenzayan A (2002), 'Culture and Cognition' D. L. Medin (Ed.) *Stevens' Handbook of Experimental Psychology*, Third Edition
- Peter Carruthers (2008). *Language in Cognition*. In E. Margolis, R. Samuels & S. Stich (eds.), *The Oxford Handbook of Philosophy of Cognitive Science*. Oxford University Press.
- Solso R.L. (2001). 'Introduction and the Neural basis of Cognition', *Cognitive Psychology* (Sixth ed.), Pearson: Delhi, (p. 1-33)

8. Pedagogy:

- a. *Instructional strategies: Most of the classes will be in the lecture mode coupled with discussions and debates on specific topics. Movie or documentary analysis might also be part of the discussions.*
- b. *Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): The classrooms needs audio visual equipments as many visuals and video clips will be projected and played.*
- c. *Expertise in AUD faculty or outside: The nature of the course and contents could be handled by Psychology faculties and hence expertise from outside might not be necessary.*

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): *Not applicable.*

9. Assessment structure (modes and frequency of assessments):

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	End August	20%
2	Mid Semester Exam	End September/ early October	40%
3	End Semester Exam	As per AUD Academic Calendar	40%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{2nd}.....meeting held on.....
09/01/2013.....and has been approved in the present form.



Signature of the Dean of the School

Minutes of the 17th Meeting of the Academic Council

Held on May 16, 2019 (Thursday) at 11:00 AM
in Private Dining Hall, India International Centre
Max Mueller Marg, New Delhi 110 003



Dr. B.R. Ambedkar University Delhi
Kashmere Gate | Karampura | Lodhi Road



Minutes of the 17th Meeting of the Academic Council held at 11:00 AM on May 16, 2019 (Thursday) at Private Dining Hall, India International Centre, New Delhi

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Part – II			
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3.	17.6.4 (e)	The courses to be offered in BA Mathematics by the School of Undergraduate Studies	Appendix-23 709 – 740
4.	17.6.4 (f)	The courses to be offered in BA English (Honours) by the School of Undergraduate Studies	Appendix-24 741 – 791
5.	17.6.4 (g)	The courses to be offered in BA Social Science and Humanities (Political Science Basket) BA Elective courses by the School of Undergraduate Studies	Appendix-25 792 – 856
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7.	17.6.5	The courses to be offered in BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities, MA in Global Studies and MA in Urban Studies by the School of Global Affairs (SGA)	
8.	17.6.5 (a)	English Language courses	Appendix-27 897 – 906
9.	17.6.5 (b)	BA Global Studies, BA Sustainable Urbanism, BA Social Science and Humanities	Appendix-28 907 – 992
10.	17.6.5 (c)	MA Global Studies	Appendix-29 993 – 1033
11.	17.6.5 (d)	MA Urban Studies	Appendix-30 1034 – 1072
12.	17.7	Recommendations of the Standing Committee Research (SCR)	Appendix-31 1073 – 1093

Sl. No.	Resl. No.	Description of Agenda Item	Appendix	Page No.
13.	17.8	Recommendations of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE)	Appendix-32	1094 – 1100
14.	17.8.1	Certificate Programme in Teaching English to Speakers of Indian Languages (CTESIL) on a pilot basis, by the Centre for English Language Education (CELE) and the courses to be offered under the certificate programme	Appendix-33	1101 - 1154
15.	17.10	Brief report on the International Activities since <i>the last meeting of the Academic Council</i>	Appendix-34	1155 – 1158
16.	17.13	UGC Regulations on minimum qualifications for appointment of Teachers and Other Academic Staff in Universities and Colleges and measures for the maintenance of standards in Higher Education 2018	Appendix-35	1159 – 1269
17.	17.14	Fee structure for the Academic Year 2019-20	Appendix-36	1270 – 1271
18.	17.15	Proposal for admission of Foreign Students to Degree Programmes of AUD	Appendix-37	1272 – 1275

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Sociology
Course title	Economy and Society
Course code	SUS1SC814
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Prof. Smṛta Tewari Jassal

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course on Economy and Society introduces students to the theories, practices and research around the topic. It does not conflict with any other courses offered in AUD, but connects to overall concerns around economy and society – substantive topics that are taught by various faculty and units at AUD.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
There are no pre requisites for this course.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size for BA classes.
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Semester-long course.
5. Proposed date of launch:
Winter 2017

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Economy and Society is integral to AUD's Sociology programme and draws on canonical texts from the disciplines of Social Anthropology and Sociology. It seeks to familiarize students with the distinctive ways in which Sociology understands economic phenomena. The course will highlight the special perspectives and approaches of our discipline that illuminate economic life in pre modern and contemporary societies.

7. Course Details:

a. Summary:

This is an advanced undergraduate course to introduce students of sociology and social anthropology to the ways in which economic aspects of society have been studied by our discipline. The course will equip students with theoretical approaches, methods, and debates that have illuminated the understanding of economic phenomena, including those concerning market behavior and exchange in societies. Each week the course will add another layer of clarity to just what is distinctive about the way economic phenomena are understood through the lens of our discipline. It builds on the assumption that being integral to any society, the economy often cannot be isolated from the historical, cultural, and ideological factors that constitute it, but must be seen as firmly integrated and interconnected with these. Sometimes these interconnections are clear but in other cases, it is the task of the sociologist to highlight the nature of the interconnections.

b. Objective:

Over the course of fourteen weeks an understanding that is likely to emerge is that the very terms "economy", "religion", "politics", are rarely fixed or given. When not imposed upon our reality for analytical purposes, these are not only interconnected but often vary vastly across cultures and across time/space.

This course steers away from commentaries and relies as much as possible on original writings. This way, right from the start, our objective is to introduce students to the finest academic writing. The course focuses on in-depth reading of a text a week so that it is thoroughly read and discussed. As these will be the building blocks of future academic enquiry, the course encourages analytical thinking. Besides a deep knowledge of at least the prescribed readings, training in this course will be about focusing on the arguments in the text. How an argument is made, what kind of data is assembled to make the argument and finally, how effectively the argument has been made- these questions will be at the center of writing and reflection exercises throughout the semester.

c. Expected learning outcomes: pl specify

By the end of the course students will be well versed with the central arguments of the readings as per the modules. It will help the students to think through the relevance of understanding economic phenomena in the discipline of Sociology. The readings as

outlined in this course will prepare the students well to understand the trajectory of development of the interrelationships between economy and society.

- d. Overall structure: I present module description and reading in a consistent format. Under some module only readings are mentioned whereas some have description

Lecture and discussion based.

The course is separated into four units. Understanding about gender differences will be integrated into each of the modules. Each will draw upon a diversity of readings from various geographical locations and time-spans. The first module from week 1-3 is about the economy and exchanges in the simplest forms of society, including aboriginal societies. In Module 2 we move on to a discussion of peasant societies. In addition to understanding economic processes and the "work" that makes these societies distinct, Module 2 will also engage with notions about property and the impact and emergence of money as a form of exchange. Module 3 focuses on Markets- from early markets to colonial ones. In the last unit, a specific form of capital, i.e. Fraternal Capital, is introduced as an anchor for discussions relating to debates on the nature of the economy in contemporary India. This module is designed to help us think collectively about the persistence of pre-modern forms of economic behavior in the contemporary.

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Economy and Exchange in Simple Societies

This module challenges mainstream assumptions about pre-modern societies at many levels. The readings are seminal texts that assemble ethnographic evidence from a range of early societies. First the readings challenge the notion that so-called primitive peoples are not driven by economic calculation or self-interest. A second assumption to be interrogated is about the ubiquity of patriarchy. Paradoxically, it is in early societies that more egalitarian forms of division of labor are encountered. We shall examine the implications of the sexual division of labor, women's work, women's wealth and women's productivity for these economies. Thus work, private property and exchange - key elements of economic phenomena are examined through the anthropological and ethnographic texts in this module.

1. Engels, Friedrich. 1977. (Reprint). *The Origin of the Family, Private Property and State*. Progress Publishers. Moscow.
2. Mauss, Marcel 1990 (Translated). *The Gift: Forms of Exchange in Archaic Societies*. Routledge. London. Introduction, and Chapters pp. 1-18.
3. Weiner, Annette 1992. *Inalienable Possessions: The Paradox of Keeping While Giving*, chapter 1, 5, 7, 9

Module 2: Peasant Production, Property and Money

This module will examine what is distinctive about peasant societies, how they are organized, the division of labor, as well as their work cultures. How they differ from aboriginal societies as well as industrial societies will be discussed. We shall also focus on differentiations within peasant societies, and touch on notions of subsistence ethic, moral economy, surplus, private property etc. The module draws on some theoretical literature on peasantry and offers readings on peasantry in colonial India.

1. Eric R. Wolf. 1966. *Peasants*. Prentice Hall. Foundations of Modern Anthropological Series. New Jersey.
2. E.P. Thompson. 1971. *The Moral Economy of the English Crowd in the 18th Century*, Past and Present, No 50, pp 76-136
3. Scott James. 1977. *The Moral Economy. Rebellion and Subsistence in Southeast Asia*. Yale University Press.
4. Verdery, Katherine 2004. *Property In Question: Value Transformation in the Global Economy*, Chapter 6.

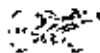
Module 3: Markets

Module Three offers insights on markets and economic exchanges in pre-modern societies. The evidence ranges from motifs and anecdotes of economic transactions in a text such as the *Thousand and One Nights* to evidence of market transactions in early colonial Bengal in songs of the Bauls, and the epic or *gatha* traditions of the Bhojpuri speaking belt. These are rich sources for evidence of markets and bazars and their relevance and criticality for pre-modern economies. The module asks not only what was transacted in these spaces but also how and what kinds of cultural give and take occurred. Since bazars, *melas* or fairs are rich sources for understanding a range of extra-economic transactions, these will also be explored in the module.

1. Özveren, Eytüp. "Bazaars of the *Thousand and One Nights*." *The European Journal of the History of Economic Thought* 14.4 (2007): 629-655.
2. Urban, Hugh B. "The marketplace and the temple: economic metaphors and religious meanings in the folk songs of colonial Bengal." *The Journal of Asian Studies* 60.04 (2001): 1085-1114.
3. Yang, Anand. 2000. *Bazaar India. Markets, Society, and the Colonial State in Gangetic Bihar*. Berkeley: University of California Press Berkeley · Los Angeles · Oxford. (selected pages).
4. Molly Kaushal 2001. "The transmission of Bhojpuri epics towards Nepal and Bihar" in *Chanted Narratives: The Living Katha-Yachana Tradition*, Indira Gandhi Centre for the Arts and University of Michigan.

Unit 4: A Form of Capital

In the final module our effort will be to examine how pre-modern forms of economic activity might continue, and even co-exist, with modern industrial forms. Through select readings the impact of forces of globalization on the socio-economic and political processes will be examined in this module. How societies get re-structured and vulnerabilities get accentuated are some of the dimensions that will be examined in this module.



1. Chari, Sharad 2004. *Fraternal Capital. Peasant Workers, Self-Made Men and Globalization in Provincial India*. Stanford: University of California.
2. Swedberg Richard. 1994. Markets as Social Structures, Pp. 255–282 in Neil Smelser and Richard Swedberg (eds.), *Handbook of Economic Sociology*. New York and Princeton: Russell Sage Foundation and Princeton University Press

Suggested reading for discussion throughout the duration of the course: Amitav Ghosh.2008. *Sea of Poppies*. Viking by Penguin BooksIndia.Delhi.

8. Pedagogy:

- a. Instructional design
Lecture and discussion format
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
No special requirements
- c. Expertise in AUD faculty or outside
AUD Sociology faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
No linkages with external agencies required.

9. Assessment structure (modes and frequency of assessments)

As outlined, the course is structured in such a way that readings build one on top of the other. Hence, missing a class will set the student back considerably. In case a student is going to be absent for whatever reason, please do let the instructor know before the class. Attendance will be taken at the beginning of every class and accurate attendance records will be maintained.

There will be two in class exams consisting of small quizzes and brief essays or paragraphs. There will also be a mid-term take home exam. Details of these exams will be conveyed as the course progresses. However, as pointed out above, since evaluation of class performance will be ongoing and continuous, it is presence in the class and participation in class discussions that are the critical components of the evaluation.

Class participation and presentations	30%
Two class tests	25 % each
One mid term Take Home exam	20%

Signature of Course Coordinator(s)

Smita Tewari Jassal

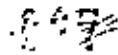
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{11th}.....meeting held on.....
29/05/2017.....and has been approved in the present form.


Signature of the Dean of the School



Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA(H) Sociology
Course title	Health and Society
Course code	SC0832
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Oinam Hemlata Devi & Rinju Rasaily

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Given the BA Sociology Programme structure with courses such as Introduction to Sociology and Sociological Theories as core courses to help students understand society, the course Health and Society attempts to connect and build upon this understanding by using health as one of the sociological indicators. The wide inter and multidisciplinary domain of human health and well-being is studied through various perspectives with focus on environment, culture, and other societal factors.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

No specific requirements. Any BA student can register for this course.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD/ SUS norms

4. Course scheduling:

(Summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester long Course in winter

5. Proposed date of launch:

Offered in every Winter Semester since WS2013

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

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This course will provide a sociological approach of understanding basic tenets of health. Health and well-being of the members of a society (ies) satisfy various cross-cutting issues and this concern provides the scope for interdisciplinary approach while the overall framework of the course remains at the core of sociological and anthropological investigation. It will enable students of social sciences to understand the dimensions and perspectives around health and well-being and raise questions of sociological and anthropological relevance. This course will help in promoting interdisciplinary studies, values of social equity and justice with focus on health.

7. Course Details:

a. Summary:

The emerging health issues and challenges in India and across the globe have brought us to the realization that it is the high time for understanding and studying health from a holistic approach as it involves various cross-cutting issues. This course will introduce basic ideas of day to day health and health issues to the beginners of social science students for a strong orientation of understanding and dealing of human health. Discussions and interpretations of everyday phenomena which is very much connected with human health but always relegated at the backseat would provide a blue print of understanding emerging health issues, surrounding environment etc. at both individual as well as societal level.

The course provides a conceptual/situational /socio-cultural/ scientific/theoretical domain of human well-being and health through cross-cultural studies of different societies/communities bringing the notion of the importance of cultural competence and various other factors of social change. It may generate interest among the students toward community health studies and research for a better health of the society.

b. Objectives :

- To introduce students to Interdisciplinary perspectives of understanding the concept of health across cultures and societies.
- To introduce students to the complex nature of health and health care systems
- To use case studies of specific health challenges to understand the role played by various socio-cultural and political contexts in shaping the healthy policy and community response to health challenges e.g. , 'nutrition and health' and 'environment and health' etc.

- To develop critical thinking around health issues and challenges and develop strategies for health care policy, services and delivery.

c. Expected learning outcomes:

- Awareness and capacity building with an aim to the interest areas around the issues of health and health care systems
- A holistic way of understanding human health keeping in mind the importance of different factors such as geographical areas, socio-economic, bio-cultural, ecological factors etc.
- Changes in lifestyle behaviours and attitudes for a balanced individual and familial well-being.
- Scope for individual and community participation in health care service related activities, awareness and analysis of available health care schemes and policies.

d. Overall structure:

Health remains a largely unexplored and neglected domain of society(ies) due to various reasons and "Medicine" alone cannot resolve the issues of health as it is very much complex and intricate in nature. This course is meant to provide a conceptual and general understanding of **health through an interdisciplinary approach** with a focus on society(ies). It will discuss the historical and social anthropological perspectives-of-health-and medicine, dimensions of health, determinants of health, and health care systems across time and space in order to explore the underlying socio-cultural systems and values of contemporary health issues and challenges. It will enable students gaining ethical, political, and sociological perspectives underpinning structures and functions of health in societal contexts, health practices, lifestyles and health behaviour, health services and systems, etc. In addition to this, contribution of social sciences to public health and **analysis of the narratives and experiences of people** from different parts of the world will provide a blueprint to develop, engage, and communicate with others for a better livelihood. This course will also provide a familiarisation to various **hands on activities**.

- e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Introduction to the concept of health and society

This module deals with the concept of health which is more understood from the perspectives of sociology of sickness and illness considering it as key to the wellness of a society; notion of improving health through behavioural changes of the individual members of society and available measures. An overview of health and mortality analysis will help in understanding a society at large.

References:

- Bhatia, S. & Dhindsa, P.K. *Health status in India: An inter-state analysis*. Retrieved from www.whiconpro.com/254-Scory.pdf
- Park, K. (2002). *Preventive and social medicine* (11-12pp.) New Delhi: B Jain Publishers.
- Thomas, R.K. (2002). Introduction to sociology of health and illness. In *Society and health: Sociology for health professionals* (pp.1-10). NY: Kluwer Academic publication.

Module 2: Historical perspectives of Medicine and health

This module will discuss the historical perspectives of understanding health and its measures, precisely the genesis of medicine in the form of different medical systems. How different systems of medicine have emerged, developed and studied in space and time.

References:

- Park, K. (2002). *Man and Medicine: Towards Health for All* in preventive and social medicine (1-10 pp.) New Delhi: B Jain Publishers.
- Magner, L.N. (2005). *A history of Medicine* (chapter 2 & 3) New York: Taylor and Francis.

Module 3: Dimensions and Determinants of Health

This deals with the specific dimensions mentioned in the definition of health provided by WHO. The cube model of health will be discussed to understand the details of dimensions and elements present within it. The network of the elements or factors present will also be discussed to deal with the expanding horizons of health. The interactional process of such factors and the resultant effect the factors will be discussed.

References:

- Eberst, R.M.(1984). Defining health: A multidimensional model, *JOSH*, 54(3),99-104.
- Park, K. (2002). *Preventive and Social medicine* (pp.12-17) New Delhi: B Jain Publishers.
- Carr, S., Unwin,N. & Pless-Mulloji, T. (2007).*The determinants of health and disease*. In An Introduction to Public health and epidemiology (pp.83-96). New York: OUP.
- McKeown, T. *Determinants of health*, Retrieved from <http://www.iupui.edu/anthkh/e445/readings/Mckeown.pdf>

Module 4: Perspectives on Health and Society

This will include ways of understanding health and society from the clinical perspectives, epidemiological and public health perspectives, and socio-cultural perspectives using multidisciplinary approach.

References:

- McElroy, A., & Townsend, P.K.(2009). *Medical anthropology in an ecological perspective* (pp. 42-59). Westview Press.
- Trostle, J. A.(2005). *Epidemiology and Culture* (Unit 1). New York: Cambridge University Press.
- Allison P. Pack, Jayagowri Sastry, Elizabeth E. Tolley, Sylvia Kaaya, Jennifer Headley, Anna Kaale & Joy Noel Baumgartner (2018): Stakeholder acceptability of adolescent participation in clinical trials for biomedical HIV prevention products: Considerations from Tanzania and India, *AIDS Care*, DOI: 10.1080/09540121.2018.1563285

Module 5: Health Care systems and Policies

This module deals with various health care systems of curing and caring the patients particularly focusing on the Indian Health care systems. It will include both traditional and modern methods of health care systems and the relationships established in a medical system. A comparative analysis of health care systems and performance record will help in exploring the attitudes, behaviours and understanding of different societies.

References:

- Foster, G.M., & Anderson, B.G. (1978). *Medical Anthropology*. (Unit 3 & 4) New York: John Wiley and Sons.
- Paul, V.K., Sachdev, H.S., Mavalankar, D., Ramachandran, P., Sankar, M.J., Bhandari, N., Sreenivas, V., Sundararaman, T., Govil, D., & Kirkwood, B. (2011). Reproductive health, and child health and nutrition in India: Meeting the challenge. *Lancet*, 377: 332-49.
- Taub, J.M., Coats, H., Coats, Siva, R., Sadan, V., Alexander, G., Immanuel, S., Ravindran, V., Chacko, S.T., Nolet, R., & Doorenbos, A (2019). Palliative care delivery: Descriptions of community based services in Vellore, India and Seattle, Washington. *International Journal of Palliative Nursing*, 25(1): 39-45.
- Qadeer, I. (2008). Health planning in India: Some lessons from the past. *Social Scientist*, 36 (5-6): 51-75.
- National Health Policy of India.

Module 6: Diet, Nutrition and Social sanctions

This module will focus on the meaning of healthy body in relation to healthy dietary intake and the meaning and practice of healthy foods across cultures and communities with focus on the varying norms around diet and nutrition practices. The cultural classification of dietary habits or foods based on religion or region will highlight a great connection of food, medicine and diseases in the social structure and organisation. This will be related with the science of food using information such as nutrients and toxins.

References:

- Helman, C.G. (2001). Diet and nutrition. In *Culture, Health and Illness* (32-49pp.). London: Arnold
- World Health Organisation. *Natural toxins in food*. Fact sheet. Geneva, WHO Available at <http://www.who.int/news-room/fact-sheets/detail/natural-toxins-in-food>

Module 7: Lifestyle changes, disease, and health

This module will deal with changing nature of life style and its links with the spurt of certain disease among population groups especially how lifestyle makes individuals vulnerable to certain diseases and health issues and vice versa. For example, consumption of alcohol, sedentary lifestyle, consumption of junk foods, tobacco consumption, smoking, certain eating habits, stress from working hours and other lifestyle factors etc. The focus will be on the contribution of lifestyle to overall disease burden and its impact on the overall quality of life and wellbeing of certain individuals and population groups. An effort will be made to advise the students to collect available national level data of such actions and reactions for classroom discussion.

References:

- Donatelle, R.J. & Davis, L.G. (1996). *Access to health* (Unit 13 or 14) 4th Edn. London: Allyn and Bacon.
- Hansen, E., & Easthope, G. (2007). *Lifestyle in Medicine: Critical studies in health and society* (34-51) NY: Routledge.
- Plurphanswat, Nantoporn, Kaestner, et.al (2017). The effects of smoking on mental health. *American Journal of Health Behaviour*, 41(4): 471-483.
- NFHS reports (selected data will be used)

Module 8: Environment, Socio-economic status and Health

This module deals with the varied range of socio-economic status of members of society and its effect on health particularly through environmental exposures. How environmental health is understood from socio-economic status and inequalities pertaining to the level of exposures to ecological hazards. Health inequalities will also be discussed pertaining to gender and ageing.

References:

- A movie on ageing "The Separation".
- Evans G.W., and E. Kantrowitz. 2002. Socioeconomic status and health: The potential role of environmental risk exposure. *Annual Review of Public Health* 23:303-31.
- World Health Organization. *Gender and health*. Fact Sheet. Geneva, WHO. Available at <http://www.who.int/news-room/fact-sheets/detail/gender>
- Sugiyama, T., Villanueva, K., Knuiiman, M., Francis, J., Foster, S., & Wood, L. (2016). Can neighborhood green space mitigate health inequalities? A study of socio-economic status and mental health. *Health and Place*, 38: 16-21.

Module 9: Cross cultural studies of health

Case studies of different societies based on the social structure and health care systems available will be discussed to interpret and understand the network of relationships and existing health care systems. This will also incorporate the nature of change or system of medicine accepted by different communities to adjust with the changing world.

References:

- Berlin, E.N., & Fowkes, W.C. (1983). A teaching framework for cross-cultural health care. *The Western Journal of Medicine*, 139(6): 934-938.
- Malcom, M. (2006). Understanding cultural differences. In *Culture and health: A critical perspective towards global health* (pp. 38-63). NY: John Wiley and Sons Ltd.

Module 10: Global Health and emerging issues

This will discuss about the spread of diseases at global level due to industrialization, climate change and other issues of gender inequality, disability, violence and fear. Some of the diseases such as HIV/AIDS, malaria, hepatitis will be discussed along with their preventive measures.

References:

- Last, J.M. (1998). Human health in a changing world. In *Public health and human ecology* (395-426pp.).Ottawa: Prentice Hall International, Inc.
- Malcolm, M. (2006). Global Health. In *Culture and Health: A critical perspectives towards global health* (pp. 259-280). NY: John Wiley & Sons Ltd.

8. Pedagogy:

- a. Instructional design:
 - Lecture, audio-visual media, in-class activities or discussion
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
 - No special needs
- c. Expertise in AUD faculty or outside:
 - Expertise available within AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
 - NA

9. Assessment structure (modes and frequency of assessments)

S. No	Assessment	Weightage
1.	First Assignment (class test/in-class activities, project report)	30%
2.	Second Assignment (In-class activities)	30%
3.	End Semester Exam	40%

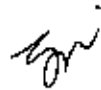
Signature of Course Coordinator(s)

Note:


1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{3rd}.....meeting held on.....13/03/2013.....and has been approved in the present form.



Signature of the Dean of the School


Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	Sociology
Course title	Religion and Society
Course code	SUS1SC813
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	BA Sociology (Hons) - Core/ other programmes - Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG (Sixth semester)
Proposed date of launch	Ongoing
Course coordinator and team	Dr Priyasha Kaul.

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course builds on the other sociology undergraduate programme courses by providing students at the undergraduate level with an understanding of the conceptions in the sub discipline of Sociology of Religion and the different aspects of religion in society.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites; prior knowledge level; any others – please specify)

Not applicable

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS guidelines

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester-long

5. How does the course link with the vision of AUD?

The overall aim is to enable the student to develop the necessary conceptual clarity for being better able to make sociological sense of historical and contemporary events where religion has come to play an undeniably crucial role. It thereby provides the student with a comprehensive sociological perspective in order to help develop a holistic worldview of society.

6. How does the course link with the specific programme(s) where it is being offered?

As a core sixth semester sociology course it further builds on the sociological knowledge and tools developed during the previous semesters by highlighting the sociological perspective on religion as an aspect of society.

7. Course Details:

a. Summary:

Starting with an overview of the various approaches adopted by other social sciences and theology to the study of religion, the course intends to familiarize the student with the ideas of classical sociological thinkers and the contemporary role and significance of religion in society.

b. Objectives:

It will enable critical thinking and engagement by helping students learn about and articulate various crucial debates and discussions in the sociology of religion. It will enable students to build on their sociological knowledge by critically exploring the role religion in a complex social milieu, and in the process integrate what they have learnt in the other sociology and/or social sciences courses thus far.

c. Expected learning outcomes:

The students are expected to develop a holistic perspective regarding the significance of religion in society and the various sociological debates around it. As the objective states, it will enable critical thinking and engagement by helping students learn about and articulate various crucial debates and discussions in the sociology of work. The presentation as a part of the class discussions will further promote teamwork and presentation skills among the students. It will also help develop their communication and speaking skills.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

This compulsory course intends to provide the students at the Under Graduate level with an introduction to the basic conceptions in the sub discipline of Sociology of Religion. Starting with an overview of the various approaches adopted by other social sciences and theology to the study of religion, the course intends to familiarize the student with the ideas of classical sociological thinkers. Towards the later part, it brings up for discussion some of the important turning points in the sub discipline over the course of its growth. The course in the latter half relies exclusively on issues of contemporary relevance. These are issues where religion is seen to have made a comeback as a social phenomenon. Politics, Violence, New religious movements and concerted attempts at religious revival and reform would be some of the issues that the course intends to take up for analysis. The intention overall is to enable the student to develop the necessary conceptual clarity for being better able to make Sociological sense of historical and contemporary events where religion has come to play an undeniably crucial role.

Modules:

Religion as an object of study

This module provides the overview of the study of religion in sociology.

Beteille, Andre (1992), "Religion as a Subject for Sociology" in *Economic and Political Weekly*, Vol. 27, No. 35 (Aug. 29, 1992), pp. 1865-1870

Macionis, J. and Plummer, K. (2014). *Sociology: A global introduction* (5th edition). Harrow, England: Pearson/Prentice Hall. (Chapter 19 Religion and Belief)

Sociological Perspectives on Religion

This module explores the key sociological perspectives on religion in sociology and analyses the crucial concepts in the sociological study of religion

Magic and Religion

Exploring classic anthropological debates about the relationship between magic and religion

Malinowski, B. (1948). *Magic, Science and Religion and Other Essays*. Illinois: Free Press. (Chapter I, section I and V)

Sacred and Profane

The unit analyses the relationship between the sacred and profane in religion and the role of sacredness in relation to sociality.

Durkheim, E. (1915). *Elementary Forms of Religious Life*. London: George Allen and Unwin. (chapter I)

Das, Veena (1992). 'Concept of Space in Ritual' in Madan, T.N. (ed.) *Religion in India*, New Delhi: Oxford University Press. (Pages- 145-165)

Rites and Liminality

The unit analyses the sociological significance of rites in social life, in addition, it looks at the concept of liminality as between and betwixt everyday and the significance of social rules and liminality)

van Gennep, A (1960). *Rites of Passage*. London: Routledge. (Chapter 1 and Conclusion)

Turner, V. (1969). *The Ritual Process: Structure and Anti-Structure*. New Brunswick/London: AldineTransaction (Chapter 3 Liminality and Communitas)

Representation of World Religions

This module provides a sociological analysis of the three major world religions: Hinduism, Christianity and Islam

Hinduism

Srinivas, M.N. 1952. *Religion and Society among the Coorgs of South India*. Oxford: Clarendon. (chs. 1, 3, 4, 7, 8).

Srinivas, M. N. (1956) 'A Note on Sanskritisation and Westernisation', *The Far Eastern Quarterly*. Vol 15 (4), pp. 481-96.

Christianity

Weber, M. 2002. *The Protestant Ethic and the Spirit of Capitalism*, translated by Stephen Kalberg, Blackwell, London. (Ch1, 3 & 4)

Islam

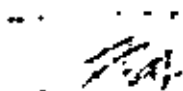
Gilsenan, M. (1982). *Recognising Islam: An Anthropologist's Introduction*. Croom Helm: London (chs. 1, 2).

Religion, Secularism and Modernity

This module provides an understanding of the perspectives regarding the relationships between religion and 'modernity', secularism and multiculturalism and the significance of secularism in the Indian context.

Brass, P. (2006). 'Indian Secularism in practice', *Indian Journal of Secularism*, Vol. 9, pp. 115-32.

Madan, T.N. (1991). 'Secularism in its place' in Madan, T.N. (ed.) *Religion In India*. New Delhi: Oxford University Press.



This module provides a sociological analysis of the relationship between religion and nationalism, ethno-religious nationalism(s) and its significance in the Indian context

Mosse, D. (2018) 'Caste, Religion and Nation: The relationship between Christianity and caste society in India and its misconstrual', in S. Jodhka and J. Manor (eds.) *Contested hierarchies, persisting influence; Caste and power in twenty-first-century India*. Hyderabad: Orient Blackswan.

Anand, D. (2008) 'Porno-Nationalism and the Male Subject: An ethnography of Hindu Nationalist Imagination in India', in J. Parpart and M. Zalewski (eds.) *Rethinking the 'Man' Question in International Politics*. London/New York: Zed Books.

Jaffertot, C. (2009). 'Religion and Nationalism' in Clarke, P. B. (ed.). *The Oxford Handbook of the Sociology of Religion*. Oxford: Oxford University Press.

Additional Visual Resources:

1. India Untouched: Stories of a people apart - Documentary on religion and the caste system in India
2. The Name of the Rose- Documentary on the Devdasis/Ajmer Sharif

Both these documentaries would be useful in opening up the classroom discussions and enable an intersectional understanding of a range of topics related to the course, such as, religion, caste, modernity, gender, Hinduism, Islam, Christianity, the concept of space and rituals in religion.

e. Contents (week wise plan with readings):

Week	Plan/ Topic	Theme/	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1-2	Religion as an object of study		Introduction, significance and overview of the study of religion in sociology	Beteille, Andre (1992), "Religion as a Subject for Sociology" in <i>Economic and Political Weekly</i> , Vol. 27, No. 35 (Aug. 29, 1992), pp. 1865-1870		First component of assessment will be two class tests (of 10 marks each) with a cumulative weightage of 20%.

			<p>Macionis, J. and Plummer, K. (2014). <i>Sociology: A global introduction</i> (5th edition). Harrow, England: Pearson/Prentice Hall. (Chapter 19 Religion and Belief)</p>	
3	Magic and Religion	Exploring classic anthropological debates about the relationship between magic and religion	<p>Malinowski, B. (1948). <i>Magic, Science and Religion and Other Essays</i>. Illinois: Free Press. (Chapter I, section I and V)</p>	<p>The second component of assessment will be project and presentation which will have 20% weightage. Students will be given topics at the start of the semester, they will work on it after discussing with the course co-ordinator. In mid-March, they will be presenting their project work in class through oral presentation and submit a written report on the topic, both of these will be of ten percent weightage each.</p>
4-5	Sacred and Profane	Exploring the relationship between the sacred and profane in religion, significance of sacredness in promoting	<p>Durkheim, E. (1915). <i>Elementary Forms of Religious Life</i>. London: George Allen and Unwin. (chapter 1)</p> <p>Das, Veena (1992). 'Concept of Space in Ritual' in</p>	<p>The third component of assessment will be home assignment which will be of 20% weightage.</p>

		sociality - -	Madan, T.N. (ed.) Religion in India, New Delhi: Oxford University Press. (Pages- 145-165)		
6	Rites and Liminality	Sociological significance of rites and rituals in social life, concept of liminality as between and betwixt everyday, social rules and liminality	van Gennep, A (1960). <i>Rites of Passage</i> . London: Routledge. (Chapter 1 and Conclusion) Turner, V. (1969). <i>The Ritual Process: Structure and Anti- Structure</i> . New Brunswick/London: Aldine Transaction (Chapter 3 Liminality and Communitas)		The Final component of assessment will be End Semester Exam which will be of 40% weightage.
7-8	Representation of World Religions— Hinduism	Sociological analysis of the major world religions Analysing the structure of Hinduism as a religion. The relationship between Hinduism and the caste system, the concept of social mobility and the processes of sanskritisation and westernisation	Srinivas, M.N. 1952. <i>Religion and Society among the Coorgs of South India</i> . Oxford: Clarendon. (chs. 7, 8). Srinivas, M. N. (1956) 'A Note on Sanskritisation and Westernisation', <i>The Far Eastern Quarterly</i> . Vol 15 (4), pp. 481-96.		

9	Christianity	Relationship between culture and economy in Christianity	Weber, M. 2002. <i>The Protestant Ethic and the Spirit of Capitalism</i> (translated by Stephen Kalberg) Blackwell: London. Ch1, 3 & 4.		
10	Islam	Sociological analysis of the major world religions	Gilsenan, M. (1982), "Recognising Islam; Religion and Society in the Modern Arab World. Croom Helm: London (chs. 1, 2).		
11-13	Religion and Secularism in India	Relationship between religion and 'modernity' and the significance of secularism in the Indian context	Brass, P. (2006). 'Indian Secularism in practice', <i>Indian Journal of Secularism</i> , Vol. 9, pp. 115-32. Madan, T.N. (1991). 'Secularism in its place' in Madan, T.N. (ed.) <i>Religion in India</i> New Delhi: Oxford University Press.		
14-15	Religion and Nationalism	Relationship between religion and nationalism, ethno-religious nationalism(s) and the significance in the Indian context	Mosse, D. (2018) 'Caste, Religion and Nation: The relationship between Christianity and caste society in India and its misconstrual', in S. Jodhka and J. Manor (eds.) <i>Contested hierarchies, persisting</i>	f	

			<p><i>influence. Caste and power in twenty-first-century India.</i> Hyderabad: Orient Blackswan.</p> <p>Anand. D. (2008) 'Porno-Nationalism and the Male Subject: An ethnography of Hindu Nationalist Imagination in India', in J. Parpart and M. Zalewski (eds.) <i>Rethinking the 'Man' Question in International Politics.</i> London/New York: Zed Books.</p> <p>Jafferlot, C. (2009). 'Religion and Nationalism' in Clarke, P. B. (ed.). <i>The Oxford Handbook of the Sociology of Religion.</i> Oxford: Oxford University Press.</p>		

8. Pedagogy:

- a. **Instructional strategies:** Lecture and Class Discussion Format. In addition, two guest lectures will be arranged in order for students to further engage with a variety of topical content in relation to the course.
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Not Applicable
- c. **Expertise in AUD faculty or outside:** AUD faculty



d. Linkages with external agencies (e.g. with field-based organizations, hospital; any others)
Not Applicable

Signature of Course Coordinator(s): Dr Priyasha Kaul.

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

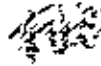
Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{7th}.....meeting held on.....and has been approved in the present form.

15/05/2015



Signature of the Dean of the School



Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School Of Undergraduate Studies
Programme(s)	BA (Honours) in Sociology
Course title	Research Methods
Course code	SUS1SC808
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core/ compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Being offered since launch of the programme
Course coordinator and team	Urfat Anjem Mir

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

As a core course offered to BA (Honours) in Sociology students, it is also open to students from other programmes. Therefore, given the interdisciplinary focus, it is connected to sociological theoretical postulations to the extent of epistemological and ontological basis of understanding social reality and also draws from the application of methods and techniques in other disciplines as well.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No specific requirements. Any BA Second year student can register for this course.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Usual class size

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long Course

5. How does the course link with the vision of AUD?

The course reflects the interdisciplinary ethos of AUD and introduces students to the traditions of Sociological methods and techniques of understanding the social reality.

6. How does the course link with the specific programme(s) where it is being offered?

The course is offered by the Sociology Faculty as a core/Compulsory course

7. Course Details:

a. Summary:

Given that Sociology, as a discipline, is primarily focused on studying the society and explaining social reality, this course is intended to provide the students with some sociological perspectives of knowing the social world. It provides a review of the main methods and techniques of social research and gives the introduction to 'how they are used' and 'in which contexts'. In short, this course is all about how social scientists find out about human social life.

b. Objectives:

The objective of this course is to introduce students to basic techniques and methods of sociological research as a means of understanding society, nature of social phenomena, and social reality.

c. Expected learning outcomes:

At the end of the course, the students are expected to be:

1. Acquainted with research terminology, perspectives and methods of studying society and social phenomena
2. Learn application of few methodological skills and techniques to conduct a research study.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Starting with a discussion on the meaning and significance of social research, relationship between theory and research, the course covers topics such as formulating research problem, preparing research design; methods of research and techniques of data collection and analysis. Major emphasis of this course remains on survey method, interview, questionnaire, basic statistical analysis and general principles of qualitative data analysis.

At the end of the course, students are expected to be acquainted with research terminology and learn application of few methodological skills and techniques to conduct a research study. The students will be encouraged to explore the possibilities of applying their research skills in a variety of situations.

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Meaning and significance of social research. Relationship	To acquaint with the basic Meaning of Research and its importance in	Emily Stier Adler and Roger Clark, 2011. An Invitation to Social Research: How It's Done. SUA: Wadsworth Cengage Learning (chapter 2 pp: 19-38)	Young, P.V. 1988. Scientific Social Surveys and Research.	First assignment of 20% weight

	between theory and research	Theory building and knowledge production		New Delhi: Prentice Hall.	
2	Epistemology and methods	To acquaint with different ways and perspectives of knowing with emphasis on Sociological perspective	Nicholas Walliman, 2006. Social Research Methods. New Delhi: Sage Publications. (pp:14-28) Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (pp 26-41)	Jayaram. N. 1989. Sociology: Methods and Theory. Madras: MacMillian.	Four surprise class activities spread over the semester will constitute 20 % assessment weight
3	Ethics and Social Research	To introduce the key ethical issues and requirements and responsibility of researcher towards participants in research process	Emily Stier Adler and Roger, Clark, 2011. An Invitation to Social Research: How It's Done. SUA: Wadsworth Cengage Learning (chapter 3 pp39-70) OR Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (Chapter 4 pp 66-93)	Nicholas Walliman, 2006. Social Research Methods. New Delhi: Sage Publications. (pp:147-162) Goode, William. J. and Paul, K. Hatt. 1952. Methods in Social Research. New York: McGraw Hill. (Chapter :1&2) Few Case studies to be discussed in class	A research activity involving construction of any research tool and its use on a small sample will be assessed. It will carry a weight of 20%.
4	Getting started in research: Selecting the research problem, Research Design	To understand essentials of Research Problem and how to identify and formulate Ideas into a research problem. The process of	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (Chapter 3 pp 45-64)	Bryman, Alan (2012). Social Research Methods. Oxford University Press (Chapter 4 Pp 79-95) Bryman, Alan (2012). Social	End sem Exam carrying a weight of 40 % will be held.

		research and how to find relevant information and use the same to identify and formulate a research problem and find answers to research queries		Research Methods. Oxford University Press. Pp (Chapter 5 pp 97-124)	
5	Using the Available Data/ sources Secondary Sources	To introduce to variety of documents available to researchers as primary and secondary data. Familiarise with Problems and issues in using documents	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (Chapter 5pp 96-113)	Emily Stier Adler and Roger, Clark, 2011. An Invitation to Social Research: How it's done. SUA: Wadsworth Cengage Learning (chapter 12 pp 328-348) Visit to Library computer lab	
6	Sampling	Types of sampling and how to determine the appropriate sampling in a context	Emily Stier Adler and Roger, Clark, 2011. An Invitation to Social Research: How It's Done. SUA: Wadsworth Cengage Learning (chapter 5 pp 99-126)	Bryman, Alan (2012). Social Research Methods. Oxford University Press. Chapter 8 pp 183-206	
7	Data Collection Methods: Survey	To familiarise with the use of survey method	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (Chapter 6 pp 116-145)	Nicholas Walliman, 2006. Social Research Methods. New Delhi: Sage Publications. (Chapter 8 pp:83-100)	
8	Techniques of Data	To familiarise with	Emily Stier Adler and Roger, Clark, 2011. An Invitation to	Delbert C. Miller & Neil	

	Collection. Questionnaires and Interviews	construction and use of questionnaire and Interview schedules and conduct of interview / use of probing techniques	Social Research: How It's Done. SUA: Wadsworth Cengage Learning (chapter 9 pp 211-250)	J. Salkind. 2002. Guides for selection and construction of Questionnaires In Delbert C. Miller & Neil J. Salkind. Handbook of Research Design & Social Measurement. Sage publications Bryman, Alan (2012). Social Research Methods. Oxford University Press. Pp 208-243
9	Techniques of Data Collection Case Study	Familiarise with case study method.	What is a case study http://www.uk.sagepub.com/upm-data/33607_Swanborn.pdf accessed on March 11, 2014v at 12:47 Pp: 1-23	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (Chapter 7 pp 149-183)
10	Strategies and Techniques for Managing Quantitative Data	Familiarise with basics of data management and analysis. Use of descriptive statistics in social research	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: SAGE Publications. (Chapter 8 pp 184-214)	Nicholas Walliman, 2006. Social Research Methods. New Delhi: Sage Publications. (Chapter 10 pp: 109-127)
11	Strategies and Techniques for Managing	Familiarise with general principles of	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research.	Nicholas Walliman, 2006. Social

	Qualitative Data	qualitative data analysis	New Delhi: SAGE Publications. (Chapter 8 pp 184-214)	Research Methods. New Delhi: Sage Publications. (Chapter 11 pp:128-146) Bryman, Alan (2012). Social Research Methods. Oxford University Press. 564-587
12	Writing Up the Research Report	To familiarise with the structure and style of research reports/ thesis etc and Citation Styles	Matt Henn, Mark Weinstein, Nick Foard, 2006. A short introduction to Social Research. New Delhi: Sage Publications. (Chapter 9 pp 218-248)	Bryman, Alan (2012). Social Research Methods. Oxford University Press. Pp683-707

8. Pedagogy:

a. Instructional strategies:

Besides lecturing, class activities, inviting three guest researchers for an interaction with students, the main effort will be devoted to making students do some research activities and exercises in order to understand the use of research methods and techniques in the class room and within / outside the university campus as well.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

No special Needs

c. Expertise in AUD faculty or outside

Expertise available within AUD to offer this course and to be supplemented by occasional special lectures by eminent social scientists

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

The possibility of taking students on a field visit will be explored.

Signature of Course Coordinator(s)

Note:


1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee

(SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{7th}.....meeting held on.....
15/05/2015.....and has been approved in the present form.


Signature of the Dean of the School



Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A. Sociology Honours Programme
Course title	Food and Society
Course code	SUS1SC831
Credits	4 credits
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Ishita Dey, Dr. Oinam Hlemlata Devi and Ms. Lovitoli Jimo

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course introduces the students to sociological and anthropological writings on Indian society to show how food is a marker of difference. The course will be useful to understand aspects of social stratification, global connectedness and sociality.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)

Pre requisites - None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

NA

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

4th Semester (Winter Semester)

5. Proposed date of launch:
Winter Semester - 2012

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course builds upon the existing BA Sociology programme by considering the sociological theory, sociology of India, economic sociology, research methodology. The sociological and anthropological writings on India have pointed to rules of commensality related to inter-dining practices indicating the politics of food production and consumption. Post-independence, food provisioning debates in India shows to how food remains a contested site. Therefore, food becomes a useful entry point to introduce ideas of social stratification and kinship through a cross-cultural approach. It also familiarises the students to read ethnographic works thereby training students with an important research method/ methodologies. Drawing upon interdisciplinary works the course will introduce the undergraduate students to issues on social stratification through food biographies, food ways and culinary practices to understand society in depth. This course will help in promoting interdisciplinary studies, critical analysis social norms and its linkages.

7. Course Details:

a. Summary:

In this course we will understand the emergence of food studies and interest in food as a subject of study in anthropology at the cusp of food and economic anthropology. There will be an attempt to understand the emergence of food studies within the discipline of anthropology and how has food studies contributed to the making of the discipline. What innovative methods and theoretical frameworks do food writings in anthropology and sociology offer to understand socio-political processes that shape food and foodways, both globally and locally?

b. Objectives

Food plays a ubiquitous role in our everyday lives and the sociality around food reveals a complex relationship who produces and who consumes the food. The primary objective of this course would be to understand how societal norms, customs and manners play an important role in construction of food and foodways. In this context it would be significant to examine what is good to eat? How do caste, religion and gender relations shape the production of what is good to eat and what is not good to eat? How does food become 'symbols' of national, and local identity?

c. Expected learning outcomes

Students are expected to understand that embodied experiences like eating not only brings people together but it is also a marker of difference. An introductory course on food and society would enable students to examine the social constructions around notions of diet, and its interlinkages with ideas of body, hygiene and food politics.

d. Overall structure:

The course is divided into five modules to examine the interlinkages of food and social relations. The five modules (in the following order) draws upon the historical debates to current crisis and risks to examine the role of food in shaping society.

Module 1: Introduction to food and foodways

Module 2: Food biographies and sociality

Module 3: Social stratification and culinary practices

Module 4: Foodways and globalisation

Module 5: Mapping food waste

e. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Module 1: Introduction to food and foodways

In this section the students would be introduced to works to understand how eating and dietary patterns and studies on single food substances were seen as entry point of analysis. A structuralist and materialist readings of food and foodways would be helpful in understanding the semiotic and economics of food production and distribution networks. A special emphasis would be given to understand how food accounts for nutrition.

Readings

Mintz, Sidney and Christine M. Du. Bois. 2002. 'The anthropology of food and eating'. *Annual Review of Anthropology* 31:99-119.

Levi- Strauss, Claude. 2008. 'The Culinary triangle'. In Carole Counihan and Penny Van Esterik. *Food and culture. A Reader*. 36-43. London: Routledge.

Harris, Marvin. 1974. *Cows, Pigs, Wars & Witches. The Riddles of Culture*. New York: Random House. Pp3-35

Murcott, Anne. 1988. "Sociological and Social Anthropological Approaches to Food and Eating." *World Review of Nutrition and Dietetics* 55:1-40.

Additional Reading

Khatri, P. (1988). Harris and the Sacred Cow: A Critique on Marvin Harris' Materialistic Theory on the Hindu India' Holiest Animal. *Tribhuvan University Journal*, 21(2), 27-34. Retrieved from <https://www.nepjol.info/index.php/TUJ/article/view/4570>

Module 2: Food biographies and sociality

In this section we will read two ethnographies which follows the making of a commodity and its power networks and an 'unfinished' commodity to understand how sociality is shaped by production networks, synesthetic reason and microbiopolitics'.

Readings

Mintz, Sidney. 1985. *Sweetness and power. The place of sugar in modern history*. New York: Penguin. (selected chapters)

Paxson, Heather. 2013. *The life of cheese. Crafting food and value in America*. Berkley: University of California Press (Selected chapters)

Additional Reading

Janeja, Manpreet. 2010. *Transactions in taste. The collaborative lives of everyday Bengali food*. New Delhi: Routledge.

Module 3: Social stratification, food production, and culinary practices

Students acquainted with readings of sociology of India have come across references of rules of commensality, proscription and prohibition. Food becomes an important marker of difference.

Appadurai, Arjun. 'Gastro-politics in Hindu South Asia', *American Ethnologist* 8 (3): 494-511.

Chigateri, S. (2008). 'Glory to the Cow': Cultural differences and Social Justice in the Food hierarchy in India. *South Asia: Journal of south Asian Studies*. 31:1, 10-35, DOI: 10.1080/00856400701874692

Thorat, Sukhdeo and Joel Lee. 2005. 'Caste discrimination and food security programmes'. *Economic and Political Weekly* 40(39):4198-4201.

Iverson, Vegard and P.S. Raghavendra.2006. 'What the signboard hides: Food, Caste and employability in small South Indian eating places', *Contributions to Indian Sociology* 40(3):311-341.

Krishnaraj, Maithreyi. 20015. " Food Security: How and for Whom?" *Economic and Political Weekly* 40 (25): 2508-2512

Holtzman, Jon. 2002. "Politics and Gastropolitics: Gender and the Power of Food in Two African Pastoralist Societies" *The Journal of the Royal Anthropological Institute* 8 (2) : 259-278

Field visit

Module 4: Foodways and globalisation

George Ritzer through his work on McDonaldisation builds upon Weber's idea of rationalisation and shows how global foodways have transformed the foodscape. In this section we try and understand through food and foodways how local meets global and its impacts on food production.

Marte, Lidia. 2007. 'Foodmaps: Tracing Boundaries of 'Home' Through Food Relations', *Food and Foodways*, 15: 3, 261 — 289

Cook, Ian and Michelle Harrisson. 2003. 'Cross over Food: Re-Materializing Postcolonial Geographics' *Transactions of the Institute of British Geographers*, New Series, 28(3): 296-317

Bestor, Theodore C. 2001. 'Supply-side sushi: Commodity, market and the global city', *American Anthropologist* 103(1) :76-95.

Module 5: Mapping food waste

One of the increasing concerns around issues of food security is about food waste. How do we understand the waste we generate in production of food crops to commercial restaurants? Is there a way to map food waste?

Readings

<http://www.developmentnews.in/tackling-food-wastage-india/>; Accessed on 1 November 2016

<http://www.hindustantimes.com/editorials/food-wastage-is-just-not-food-wastage-it-is-wastage-of-all-that-goes-into-growing-food/story-wcYbINcVczuYi1yldoIS4O.html>; Accessed on 1 November 2016

Philips, Sarah Drue. 2002. 'Half-lives and healthy bodies : Discourses on "contaminated" food and healing in post- Chernobyl Ukraine'. *Food & Foodways*, 10:27-53.

Field visit

3. Pedagogy:

- a. Instructional design
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

4. Assessment structure (modes and frequency of assessments)

Assignments: There will be three assessments

1. Class Test	30%
2. Group presentation	30%
3. End semester Exam	40%

Dr. Ishita Dey

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programic, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{3rd}.....meeting held on.....
13/03/2013.....and has been approved in the present form.

13/03/2013



Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA Honours Programmes
Course title	Introduction to Indian Art and Architecture
Course code	SUS111S438
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course Coordinator and team	Dr. Aparna Kapadia, presently coordinated and taught by Dr. Venugopal Muddipati

- Does the course connect to, build on or overlap with any other courses offered in AUD?
The course connects with other courses in SUS such as India c. 1700-1857, Early India: Economy, Polity and Society, Medieval India- I (Polity and Administration) and Medieval and Early Modern World.
- Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
BA level course.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per SUS norms.
- Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Winter Semester
- Proposed date of launch: *Monsoon Semester, 2012*
- How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

"Every evolved explanation of a picture contains," according to the Art Historian Michael Baxandall, "an evolved description of that picture." Drawing on Baxandall's

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suggestion, then, this course encourages students to rely on concepts imbedded within particular historical, social and religious contexts, to develop fulsome descriptions of works of art and architecture in the South Asian/Indic regions. For undergraduate students at AUD, honing the art of creating fulsome, interpretative descriptions of artworks, while staying grounded in a historical context, will serve as a preparatory ground for writing in a scholarly way. Moreover, such an exercise in building descriptions will enable undergraduate students at AUD to actively and critically implicate their learnings in other courses in Indian history on campus, within the realm of artistic and architectural creations. The reciprocity between this course and some of the other course offerings on campus related to social history will lead to a fuller comprehension of artisanal, political and religious alignments in Indian history. In that sense, this course stays within sight of the larger ethos of studying and historicizing social transformation at Ambedkar University.

7. Course Details:

- a. *Summary: This course is a broad introduction to South Asian/Indic Art. The course will not only introduce students to a wide array of works of art and architecture in the region, it will also encourage students to develop interpretative descriptions of these works by building on a variety of historical sources. How can one draw out reciprocal tensions between art objects and the particular social and historical contexts within which their creation was imbedded? This question will constitute the wider backdrop of our course, which will cover Indic, subcontinental artistic and architecture heritage over 4500 years from the time of the Indus Valley Civilization to the present day. The course draws upon Vidya Dehejia's emphasis on histories that emphasize visual and material evidence, dedicatory inscriptions engraved in stone monuments, and copper plate charters chronicling donations of territory, and architectural artifacts. The course substantially engages with how histories grounded in visuality or in a visual culture, intersect with such diverse concerns as community and state formation, the exercise of sovereignty and power, religiosity, patronage, travel, colonialism, populism and nationalism. In this course, we will not only examine how visual artifacts such as paintings, sculpture and architecture may have been produced for specific audiences at specific points in time in India, we will also be examining how those very artifacts, and their likenesses resonate in a larger social, geopolitical and temporal spectrum.*

b. Objectives

- To expose students to the widest range, temporally, of aesthetic developments in South Asia.
- To develop critical skills related to reading and interpreting visual material, and its embeddedness in political, historical and cultural contexts.
- To engage with art history, both as a distinct field in its own right, and also as a field that comes into conversation with other disciplines such as political science and the environmental humanities.

- b Overall structure: *The course comprises three modules. The first module spans the Indus civilization till the advent of Jain patronage at Mt. Abu. The second module commences with the Qutb Mosque and ends with the later Mughals (18th century). The Third module comprises the British Colonial period and the emergence of art in a modern Indian nation state.*
- c. Contents (brief note on each module; indicative reading list with core and supplementary readings)

*Introduction. The Course will begin with a reading of Michael Baxandall's "Patterns of Intention," in which he explores the ways in which writers and art historians develop their descriptions of art works and images. Michael Baxandall, "Patterns of Intention," in Donald Preziosi (eds) *The Art of Art History: A critical Anthology*, (London: OUP, 1998) pp.45-54. This initial reading will prepare the grounds for the ways in which students will engage with works of art in a South Asian/Indic context.*

*The course will subsequently be divided into the following sections (chronologically) reflecting certain religious, political and cultural developments. The divisions are also broadly in keeping with Vidya Dehejia's *Indian Art* (London: Phaidon, 1997), which will serve as course-reader, along with more specific readings on the side.*

1. **Indus Civilization:** *In this section we explore the emergence of a new culture of producing artifacts ranging from steatite seals, pottery to bronze figurines in the Indus valley region, the concept of a Bronze age culture, and the emergence of Indus urbanism. We will subsequently also examine the emergence of Black and Red ware culture, Painted Grey Ware and Ochre Colored Pottery ware in a later time. We will also briefly delve into the emergence of the Epics and the Puranas.*

Readings: *Vidya Dehejia, *Indian Art*, pp 4-48, Gregory L. Possehl, "Revolution in the Urban Revolution: The Emergence of Indus Urbanization," *Annual Review of Anthropology* Vol 19 (1990), pp. 261-282, Jonathan M. Kenoyer and Kimberley*

Burton Heuston, *The Ancient South Asian World* (New York: Oxford University Press, 2005) pp. 35-72.

2. *Starting Mauryan Art:* In this section we examine the emergence of Mauryan sculpture, while simultaneously also examining the concept of dynastic patronage, and also questions related to Ashokan notions of universality, politics and religion in a post-Alexandrine age. We will seek parallels between Ashokan patronage and patronage in the Achaemenid courts from an earlier time. We will study Ashokan Columns/Pillars, The Didarganj Yakshas and Patna Yakshas and the Vajrasana at Bodhgaya, among other artifacts. We will also begin to discuss the emergence of Buddhist biographies, particularly through an examination of Sculpture.

Readings: Frederick Asher, "On Maurya Art," *A Companion to Asian Art and Architecture*, (Sussex: Wiley and Blackwell, 2015) pp. 423-445. Vidya Dehejia, "On Modes of Visual Narration in Early Buddhist Art," *The Art Bulletin* 72.3 (1990), pp. 374-392.

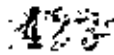
3. *Starting: Early Buddhist Art 1:* In this section we will explore Shunga patronage of Buddhist monuments, and also the Andhra Satavahana period. We will examine the distinctive ways in which the style of representation at Sanchi changes from the Bharhut style. We will also cover the Buddhist iconism vs Aniconism debate, as presented by Susan Huntington and Dehejia. We will cover the Shungas: Bharhut Stupa Railings and the Great Stupa at Sanchi.

Readings: Vidya Dehejia, *Indian Art.*: 42-68. S. L. Huntington, "Early Buddhist art and the theory of aniconism" *Art Journal* Vol. 49 No. 4 Winter.1990 pp.401-408, and Vidya Dehejia, "Aniconism and the Multivalence of Emblems" *Ars Orientalis* Vol. 21 (1991), pp. 45-66.

4. *Early Buddhist Art 2:* In this section we will continue with the patronage of Buddhist art, particularly in cave sites and also finally conclude with a section on the Bodhgaya railing, passing through Lomas Rishi, Bhaja, Karli and the Buddha Image. We will also arrive at the Kusanas and the emergence of The Mathura School and the Gandhara School. We will also explore the more explicit forms of Mahayana Buddhism and the implications of this emergence on the evolution of the Buddha image.

Readings: Vidya Dehejia, *Indian Art*, pp. 79-109 and Susan Huntington, *The Art of Ancient India: Buddhist, Hindu and Jain*, (Delhi: Motilal Banarsi Das, 2016) pp. 125-162.

5. *Starting Hindu and Jain temples of North and South India:* In this section we will examine the emergence of the patronage of temples, the debates surrounding the emergence and evolution of Shikharas, Udayagiri Rock-cut Sanctuaries, Temples of



the Gupta Period (319-550): Sanchi, Nachna, Deogarh. Kailashnath Temple, The South Indian temple: Brihadeshwaralaya, and finally Khajuraho

Readings: Vidya Dehejia, *Indian Art*, pp. 137-176 Stella Kramrisch, "The Superstructure," in *The Hindu Temple. Volume 1* (Delhi: Motilal Banarsi Das, 1976) pp. 177-220. Susan Huntington, *The Art of Ancient India: Buddhist, Hindu and Jain*, (Delhi: Motilal Banarsi Das, 2016) pp. 187-321.

(Field Visit to a site lasting 3 to 4 days)

6. **Starting Indo-Islamic Art and Architecture:** In this section we will begin by exploring the artistic patronage of the Ghurids while also observing continuities with artisanal traditions both synchronically, that is, through space in Afghanistan and Delhi, and also diachronically, that is, through time, from the pre-Islamic period. We will study *The Jhompra Mosque, Ajmer, The Quwwat al-Islam Complex, Delhi, Tomb of Ghiyas al-Din Tughluq, Delhi.*

Readings: Dehejia, *Indian Art*, pp. 249-262, Catherine Asher, *Delhi's Qutb Complex, The Minar, Mosque and Mehrauli*, (Mumbai: Marg, 2018) pp. 1-20, Catherine Asher and Cynthia Talbot, "The Expansion of Turkic Power," *India Before Europe*, (Cambridge: Cambridge University Press, 2006) pp. 25-52, Sunil Kumar's "Qutb and Modern Memory," in *The partitions of Memory: The Afterlife of the Division of India*, ed. Suvir Kaul (New Delhi: Permanent Black, 2001), 140-182.

7. **Continuing Indo-Islamic Art and Architecture:** In this section we will examine the growth of Sultanate patronage, the emergence of the Lodhi mosque style, Sharqi patronage, Suri period patronage, *The Mughal Empire: Humayun's tomb, Fatehpur Sikri, The Akbarnama and the Harivamsha, Akbar's tomb, Tomb of Itimad al-Daula, Jahangir Nama, Documentary and Allegorical Paintings.*

Readings: W.J. McKibben, "The Monumental Pillars of Firuz Shah Tughlaq," *Års Orientalis* 24, 105-118 and Finbar B. Flood, "Pillars, Palimpsests, and Princely Practices: Translating the Past in Sultanate Delhi," *RES* 43, (Spring 2003), 95-116, and Perween Hassan, "Sultanate Mosques and Continuity in Bengal Architecture," *Mugharnas* 6 (1989), 58-74 and Catherine Asher and Cynthia Talbot, "The Expansion of Turkic Power," *India Before Europe*, (Cambridge: Cambridge University Press, 2006) pp. 53-186.

8. **Colonial Art and Architecture:** In this section we will examine the latter period of Mughal dynastic patronage, the emergence of the 'Company School', the Bengal School, Late Mughal Painting, Late Mughal Architecture, *The Indo Saracenic Style Colonial Photography and Colonial Art. Colonial Memoirs and Growse in Bulandshahar, and finally Colonial Modernisms Calender Art and popular culture. EB. Havell will also be discussed.*

Readings: Yuthika Sharma, "Art in Between Empires: Visual Culture and Artistic Knowledge in Late Mughal Delhi: 1748-1857," PhD. Dissertation, Columbia

University pp. 1-153 and Pārthā Mitter, "Port Cities of India: Their Planning and Architecture Circa 1640-1757" *Journal of the Society of Architectural Historians* Vol. 45, No. 2 (Jun., 1986), pp. 95-114, Tapti Guha Thakurta. "Wresting the Nation's Prerogative: Art History and Nationalism in Bengal," *Monuments, Objects, Histories*, (New York, Columbia University Press. 2004) pp. 140-174.

9. **Beginning Modern and Contemporary Indian Art and Architecture:** *In this section we will examine Modernism in India. We will focus on key Indian artists of the period including Rabindranath Tagore, Amrita Sher-Gill, Jamini Rai, Indian art on the eve of independence. How was a modern, secular nation state created through the mediations of art and architecture, through the establishment of museums and other public buildings? We will try and answer this question and also seek an overview of contemporary Indian art, modern temples and memorials, History and memory in modern public spaces. We will also engage in case studies of Akshardham temple and the Ambedkar Memorial Park, Noida.*

Readings: Geeta Kapur, "Dismantled Norms: Apropos an Indian/Asian Avantgarde," in *When Was Modernism. Essays on Contemporary Cultural Practice in India.* (Delhi: Tulika Books, 2000) pp. 365-410.

d. Pedagogy:

a. Instructional design - *The course is primarily lecture-oriented, with powerpoints serving as the principle mode of instruction.*

a. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): *Need a projector and a screen. Also, field trips involved*

b. Expertise in AUD faculty or outside N/A

c. Linkages with external agencies (c.g., with field-based organizations, hospital; any others) N/A

e. Assessment structure (modes and frequency of assessments)

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	<i>Group Assignments (as indicated earlier in red). Group presentations to be followed by a written reflection on what has been learned</i>	<i>The class will be divided into groups of 2 and these groups will make presentations on different instances over the course of the entire semester.</i>	20%
2	<i>Mid-term Exam</i>		10%
3	<i>Final Exam</i>		20%

4	Term Paper on a specific topic	To be submitted at the end of the Semester.	40%
5	Class participation and attendance.		10%

Bibliography

"Edicts of the Mauryan Emperor Ashoka" from Rebecca Brown's and Deborah Hutton's Asian Art, (Oxford:Blackwell, 2006) P 13-20 and John Irwin, "Asokan Pillars," series of four articles in Burlington Magazine, pp. 1973-76. and Vidya Dehejia, "On Modes of Visual Narration in Early Buddhist Art," The Art Bulletin 72.3 (1990), pp. 374-392.

Signature of Course Coordinator(s)

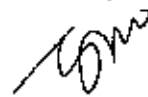
Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain "special cases," where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ^{4th} adjourned meeting held on.....and has been approved in the present form.

21/01/2015



Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>BA Honours History</i>
Course title	<i>Early India : Economy, Polity and Society</i>
Course code	<i>SUS/HIS403/H04</i>
Credits	<i>4</i>
Course type (core/compulsory/optional/any other – please specify)	<i>It is a core course for BA History Honours and also serves as an elective for any other Undergraduate Students</i>
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	<i>UG</i>
Course Coordinator and team	<i>Dr. Dharitri Narzary Chakravartty; also taught by Dr. Rachna Mehra, and Dr. Geetanjali Tyagi</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, apart from engaging with a critical historical analysis of the varied processes in Early India, this course serves as a connective between the two other courses, 'Ancient Societies' and 'Medieval India', offered at the BA History Programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms. This is a core course for History Honours and also serves as an elective for any other Undergraduate students at the University.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter (now) Semester Course

5. Proposed date of launch: *Monsoon Semester, 2011*

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course adds up to the Indian History basket of the BA (H) in History and serves as the opening course on history of 'Early India'. With its focus on the historical processes of change in political, social and economic structures of the period, the course intends to weave through the interdisciplinary approach of teaching at AUD.

7. Course Details:

Summary: This course will familiarize students with economy, polity and society of the Indian subcontinent from the pre-historic times up to the 8th century, and intends to analyse the significance of understanding the varied dimensions of India's historical past and its ramifications in the modern period. The purpose is to allow students to explore the diversity of the land and its people, as a geographical zone where races and tribes intermingled for centuries that shaped the contours of the country. The aim will be to evaluate/analyse the complex process of the evolution of religion, philosophy and cultures in the Indian subcontinent, emergence of power relations and state structures as well as social stratification with reference to varna system and gender. These will help trace the aspects of marginality and hierarchy in early India.

- a. Objectives : *The objective of the course is to encourage students to critically engage with the historical narratives and interpretations of Early India covering from the pre-historic times up to the 8th century, while familiarizing them with the primary and secondary sources on themes and topics of the course.*
- b. Overall structure: *Given below*
- c. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Week 1-2

Module 1

Significance of studying early history of Indian sub-continent; geographical layout early Indian notions of history and history writing; historical views and interpretation: colonial and post-colonial; sources for reconstruction of history

Week 3

Module 2

Introduction to pre-historic and historic cultures; early human organizations; distribution/spread of pre-historic cultures; the advent of food production and technology.

Week 4-5

Module 3

Harappan Civilization/Bronze Age; distribution/spread of Harappan Civilization; town and urban planning; agriculture and domestication of animals/economy; trade and commercial linkages, material and spiritual culture of the Harappan people; decline

Week 6-7-8

Module 4

-Advent of the Aryans: Migration and racial theory; use of iron and spread of the Aryan culture; Vedic literatures: religion and culture; pastoralism; tribal polity and kinship, tribal assemblies - sabha and samiti; varna and social differentiation, family and status of women

- Later Vedic Phase. Transition to state and social orders; transition to agricultural economy, use and significance of iron technology; settlements: Jana, Janapadas, social organization: family, consolidation of patriarchal system, emergence of social stratification - caste, gender; early political organization, emergence of the term 'rashtra', tributaries, tax/revenues

Week 9

Module 5

-Emergence of new religions and religious philosophies; Jainism and Buddhism: social change; contributions, significances

-Rise of territorial states and early state formations; changing material conditions; early India's contact with Iran, Macedonia, cultural and literary influence

Week 10-11

Module 6

Rise of the first Empire - Mauryan Empire; Sources: Arthashastra, Indika, Mudrarakshasha; imperial and state structures; significance of Mauryan age: political control, material culture and state mechanism, social structures, art and architecture; causes of its decline

Week 12

Module 7

-India and the outside World: contacts with Central Asia; the Kushan Empire, socio-economic and political conditions of the time

-Early history of the Deccan; Sangam Age; state formations-kingdoms: Chola, Pandya and Chera; social classes, economy and trade links, Arab traders

Week 13

Module 8

- The Age of the Guptas; feudal beginnings, socio-economic condition of the time; re-emergence of Brahmanical cult; the later Gupta period; decline

- Art, architecture and literature/economy, trade and commerce: science and technology in early India

Essential Readings:

1. Romila Thapar, *Early India: From the Origins to the A.D. 1300*
2. A.L. Basham, *Wonder That was India*
3. D.N. Jha, *Early India (Chapter 8)*
4. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*
5. R.S. Sharma, *India's Ancient Past*
6. Dilip K. Chakrabarti, *India: An Archeological History (Chapter II to VII)*

7. *Noboru Karashima, A concise History of South India: Issues and Interpretations (Chapter 1,2 & 3)*
8. *Shereen Ratnagar, Understanding Harappa: Civilization in the Greater Indus Valley*
9. *R. Champakalakshmi, Trade, Ideology and Urbanization: South India, 300 BC to AD 1300 (Chapters 1 to 4)*
10. *Ranabir Chakravarti, Exploring Early India up to c. A.D 1300*

Suggested Readings:

- *D.D. Kosambi, An Introduction to the Study of Indian History.*
- *Nayanjot Lahiri, ed. The Decline and Fall of the Indus Civilization.*
- *Moorti, Megalithic Culture of South India: Socio-economic Perspectives.*
- *Kumkum Roy, ed. Women in Early Indian Societies.*
- *R.S. Sharma, Perspectives in the Social and Economic History of Early India.*
- *T.R. Trautmann, ed. The Aryan Debate(Introduction)*
- *Bhairabi Prasad Sahu (ed.), Iron and Social Change in Early India (Introduction)*
- *D. N. Jha, The Feudal Order: State, Society and Ideology in Early Medieval India*

8. Pedagogy:

- a. Instructional design
Classroom teaching, tutorial discussions and field trips
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
Classroom teaching, tutorial discussions, audio-visual projector and field trips
- c. Expertise in AUD faculty or outside: *Several AUD faculty members have expertise suiting them to teach this course, and external resource people can also be brought in for Guest lectures.*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)N/A

9. Assessment structure (modes and frequency of assessments)

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Take Home Assignment+ Class Presentation/ Group discussion	First week of February	30%
2	Take Home Assignment	Third week of March	30%
3	End Semester Exam	As per SUS Schedule	40%

12/3


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its.....^{3rd}.....meeting held on.....
13/03/2013.....and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>BA (History), IV/ Winter Semester</i>
Course title	<i>India c. 1700-1857</i>
Course code	<i>SUS11S407/H08</i>
Credits	<i>4</i>
Course type (core/compulsory/optional/any other – please specify)	<i>This course serves as a Core course for BA (Honours) in History and as an elective for all others</i>
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	<i>UG</i>
Course Coordinator and team	<i>Prof. Sanjay K. Sharma; also taught by Dr. Pallavi Chakravarty, Dr. Rachna Mehra and Dr. Geetanjali Tyagi</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes. Apart from providing an exclusive critical historical analysis of the period between 1700-1857, this course connects two other courses, 'Medieval India II' and 'Modern India', offered by the School in its BA Honours History programme.

2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)

None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms. All students of History Honours have to do this course. It also serves as an elective for students of any other Undergraduate programme of the University.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter Semester-long Course

5. Proposed date of launch: *This course has been taught since Winter Semester, 2012*
6. How does the course link with the vision of AIJD and the specific programme(s) where it is being offered?

This course adds up to the Indian History basket of the BA (H) in History. It offers an interdisciplinary approach, central to the vision of teaching at AIJD, by taking into account the various processes of change, continuity and assimilation while further exploring varied social, political, economic and cultural aspects of the history of India between 1700-1857. While it emphasises the need to pursue rigorous reading-based learning, it also encourages students to undertake projects based on field work and other sources like visual and cinematic representations of the themes covered in the course.

7. Course Details:

a. Summary:

This course explores the complex dimensions of the transition in India from the late Mughal period to the ascendancy of British power till the revolt of 1857. It has two main components. While it traces the trajectory of the processes of British colonization of India, it also seeks to throw light on the varied experience of colonialism by the subject population. It begins with the debates on the decline of the Mughal Empire and the nature of eighteenth century Indian society. It then discusses the pattern of British conquest of India in the global context of trade, warfare and empire- building. It seeks to understand the processes by which the East India Company moved from trade to territorial control. The course gives equal importance to the various aspects of the impact of early colonial rule and the ways in which the subject population of India internalised, questioned and opposed colonial rule. It discusses the nature of popular protests from the eighteenth century till the revolt of 1857.

b. Objectives:

'India c.1700-1857' offers a glimpse into the varying socio-historical processes of early colonial India for our Undergraduate students. It further aims to explore the emergence and development of diverse political as well as social processes along with structures of power, coercion and governance during the early colonial rule and the ways in which the subject population of India negotiated and opposed this historical change.

c. Overall structure: *Given below.*

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

(Each module has an indicative list of authors mentioned against it. The full references of works by them are listed below. PDFs of articles and other selected writings will be made available to students)

Week 1-2

Module One-

India in the eighteenth century: Mughal-Empire— 'collapse' or 'decentralisation'? The debate on the nature of the 18th c: continuity vs. change, the validity of the notion of the dark century

This module introduces students to some of the major debates on the transition from one empire to another, i.e. from the Mughal to the British in the eighteenth century.

Readings: selected writings by Seema Alavi, Peter Marshall, Irfan Habib, Michael Fisher and C.A. Bayly.

Week 3

Module Two

The East India Company: from trade to territorial control.

This module explores the world of the East India Company as it began its trading operations in India and the circumstances that led to the establishment of Company Raj.

Readings: relevant writings by Ishita-Banerjee Dube, Sugata Bose and Ayesha Jalal, Sekhar Bandyopadhyay, Dharma Kumar, C.A. Bayly.

Week 4-5-6

Module Three

The foundations of the colonial state: land revenue systems, early colonial trade, the evolution of the army, judiciary and colonial administration.

The third module traces the emergence of structures of colonial administration and the myriad ways in which colonial state power was exercised.

Readings: relevant writings by Seema Alavi, Ishita-Banerjee Dube, Sekhar Bandyopadhyay

Week 7-8

Module Four

The ideologies of colonial governance.

This module traces some key ideas that informed the exercise of power by the colonial state e.g. Orientalism, Utilitarianism, Evangelicalism, racism, ideas of improvement and progress, new notions underlying law, justice and private property.

Readings: selected writings by Sumit Sarkar, Sugata Bose and Ayesha Jalal, Sekhar Bandyopadhyay, Ishita-Banerjee Dube

Week 9-10

Module Five

The emergence of the middle classes in India: impact of print culture and western education, early social and religious reform.

Readings: relevant writings by Sumit Sarkar, Sekhar Bandyopadhyay, Ishita-Banerjee Dube, Sugata Bose and Ayesha Jalal.

Week 11-12-13

Module Six

Protest and Rebellion: pre-1857 tribal and peasant protests. The causes, nature and trajectory of the revolt of 1857. The module analyses the forms and nature of popular opposition to the company rule with a special focus on the rich historiography on the revolt of 1857.

Readings: selected writings by Sugata Bose and Ayesha Jalal, Ishita-Banerjee Dube, Biswamoy Pati, Rudrangshu Mukherjee, Ranajit Guha and Sabyasachi Bhattacharya.

Reading list:

Core Readings:

1. Sugata Bose and Ayesha Jalal, *Modern South Asia* (Delhi, OUP, 1999), chapters 7-9.
2. IshitaDube-Banerjee, *A History of Modern India* (Delhi, CUP, 2014), chapters 1-3.
3. C.A. Bayly, *Rulers, Townsmen and Bazaars: North Indian Society in the Age of British Expansion 1770-1870* (New Delhi, OUP, 1992), chapters 1-3.
4. SekharBandyopadhyay, *From Plassey to Partition: A History of Modern India* (New Delhi, Orient Longman, 2004), chapters 1-3.
5. Sanjay Sharma, *Famine, Philanthropy and the Colonial State: North India in the Early Nineteenth Century* (Delhi, OUP, 2001), esp. chapters 3& 4.
6. Dharma Kumar (ed.), *The Cambridge Economic History of India Vol. 2* (Cambridge, CUP, 1982), chapters related to the period up to 1857.
7. Rudrangshu Mukherjee, "Rebels and the Raj: The Revolt of 1857 and its Representations" Theme 11 in the NCERT History textbook for Class XII, Part III.
8. Sabyasachi Bhattacharya (ed) *Rethinking 1857* (Delhi, Orient BlackSwan, 2007), esp. the introduction.

Suggested readings:

9. ScemaAlavi (ed), *The Eighteenth Century in India*, (Delhi OUP, 2002), esp. the Introduction.
10. P.J. Marshall (ed.), *The Eighteenth Century In Indian History: Evolution or Revolution?* (New Delhi, OUP, 2003)
11. *Subaltern Studies Vols. 1 & 4* from a boxed set of 10 volumes (Delhi, OUP). Introduction (Vol. 1) and the article by Gautam Bhadra (Four rebels of eighty fifty-seven in Vol. 4)
12. Michael H. Fisher (ed.), *The Politics of British Annexation of India 1757-1857* (Delhi, OUP, 1996), esp. the Introduction.
13. Michael H. Fisher, *A Short History of the Mughal Empire* (I.B. Taurus, London, 2016), chapter 10: The Thinning of the Empire, 1707-1857.
14. Ashis Nandy, *The Intimate Enemy: Loss and Recovery of Self Under Colonialism* (New Delhi, OUP, 2001), Preface and Chapter 1.

15. Prachi Deshpande, 'The Making of an Indian Nationalist Archive: Lakshmi Bai, Jhansi, and 1857', *The Journal of Asian Studies*, Vol. 67, No. 3 (August) 2008: 855-879.
16. Mahmood Farooqui, *Besieged: Voices from Delhi 1857* (New Delhi, Penguin, 2010), esp. the Introduction.
17. Radhika Singha, *A Despotism of Law: Crime and Justice in Early Colonial India* (Delhi, OUP, 2000), chapter 1 & 2.
18. Rudrangshu Mukherjee, *Mangal Pandey: Brave Martyr or Accidental Hero?* (New Delhi, Penguin paperback, 2005).
19. Gautam Bhadra, 'Four rebels of eighteen fifty-seven' in Ranajit Guha (ed). *Subaltern Studies*, IV (Delhi. OUP, 1985).
20. Seema Alavi, *The Sepoys and the Company: Tradition and Transition in Northern India 1770-1830* (Delhi, OUP, 1995), chapters 1, 2 & 5.
21. Sumit Sarkar, *Modern Times: India 1880s - 1950s, Environment, Economy, Culture* (Ranikhet, Permanent Black, 2014), chapters 1 and 5.
22. David Arnold, *The New Cambridge History of India: III.5, Science, Technology and Medicine in Colonial India* (Cambridge, CUP, 2000), chapters 1-3.
23. Biswamoy Pati (ed.). *The 1857 Rebellion* (New Delhi, OUP, 2007), esp. the Introduction.

e. Pedagogy:

- a. Instructional design- *Classroom teaching, tutorial discussions and field trips*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)- *Classroom teaching, tutorial discussions and field trips*
- c. Expertise in AUD faculty or outside - *None*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)-*None*

f. Assessment structure (modes and frequency of assessments)

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Take-Home Assignment 1	First week of February	25%
2	Take-Home Assignment 2	Third week of March	25%
3	Thought Piece 1	As per SUS Schedule	10%
4	Thought Piece 2		10%
5	End Semester Examination		30%

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Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school. the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th adjourned} meeting held on
21/01/2015 and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	<i>School of Liberal Studies/School of Undergraduate Studies</i>
Programme(s)	<i>BA (H) History</i>
Course title	<i>Introduction to Society and Culture in East Asia</i>
Course code	<i>SUS/HS432</i>
Credits	<i>4</i>
Course type (core/compulsory/optional/any other – please specify)	<i>Elective for BA History Majors and all other Undergraduate students</i>
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	<i>UG</i>
Course Coordinator and team	<i>Dr Dharitri Narzary</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
No
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per SUS norms.*
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Winter Semester/ Semester long course
5. Proposed date of launch: *Taught since 2012-13*
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?
This course on the Society and Culture in East Asia allow students to explore the many layered social and cultural processes of change in East Asia. Located in the larger framework of understanding the political context of these changes the course is very much linked with the vision of AUD to disseminate an inclusive knowledge by highlighting the differing human experiences.
7. Course Details:

a. Summary:

East Asia in recent history has emerged to become an important region, particularly since the World War II, and there has been a growing interest among global communities to understand the region's history, traditions and cultures. The purpose of the course is to enable students to identify, compare and contrast key features of the physical and cultural geography of East Asian countries and the influence of it on other cultures, mainly Vietnam, which though not included in the geographical landscape of East Asia, is very much a part of the larger East Asian cultural tradition. The course will help understand the unifying characters of the region as a whole as well as the uniqueness of the individual societies and cultures. The time period it covers is from 16th century (the moment of arrival of the Europeans) to the mid-20th century (the age of decolonization). Some ideas in political history like 'Semi-colonialism', 'Restoration', 'Revolution' etc. would be surveyed in detail. The principal features of political economy along with foreign relations of the East Asian countries would be discussed as central themes of the course.

b. Objectives:

The objective of the course is to encourage students to develop multifinter-disciplinary perspective to the study of Modern East Asia. It is designed as a survey course to introduce students to the histories, societies, politics, economy and cultures of China, Japan, Korea and also Vietnam, covering a wide range of themes/topics and intends to provide a base for further studies on the region.

c. Overall structure:

The course is organized in a manner to give a general overview of political, social and cultural attributes of the region since the arrival of the Europeans, as well as provide a chronological sense of historical processes, with some overlapping themes. As an history elective course open to non-history undergraduate students this arrangement allows them to comprehend the important stages of events and change.

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Week-wise Schedule:

Week 1-2

Module 1

Introducing the region: Geographical history of East Asia familiarise students with the geographical layout and conditioning that are crucial for understanding the regional

specificities. In doing so, each country's geographical vantage points will be discussed to highlight the distinctive characteristics that shaped the societies in the region. Recent trends in region-making are challenging the traditional divisions of 'East Asia' and 'South Asia'. Drawing from the long history of cultural exchanges, cotemporary historians are imagining India and China as a singular region, across the Himalayan Mountains.

Week 3-4

Module 2

East Asian Civilization: The origin and spread of Chinese civilization as the foundation of East Asian-civilization is the focus of this module. This overlaps with the geo-climatic conditioning while discussing the rice-scapes of East Asia and its transformational effect on societies. Some of the core topics include language and script, polity and state system, social structure.

Week 5

Module 3

Philosophy: The role of the Confucian philosophy as central ideology to the emergence of a common, unifying social and cultural order that spread beyond the political boundary is discussed. The importance and relevance of Confucianism in the region and in each country, and how it influences the social and cultural behaviour of the people is an interesting topic of discussion. This module overall is around East Asian value system.

Week 6

Module 4

Society: The centrality of family and kinship system in traditional East Asian society and relationships between individual, family and community/society juxtaposed with the state/nation-state is important to understand the region. The social stratification and class divisions in East Asia and how it is different from South Asia or the West allow students to understand the fundamental distinctions that separate different societies and cultures.

Week 7

Module 5

Gender: This module is on status of women primarily and how they are located in the social hierarchy in East Asian societies. Some of the major social issues faced by the modern East Asian societies have emerged from the traditional perception of women's role in the family and society. The module thus discusses topics on status of women in private and public sphere.

Week 8

Module 6

Religion: Historical journey of Buddhism to East Asian countries and its significance in shaping the socio-political ideology is as important to understand as it is to get an insight into the spiritual world of East Asia. Alongside Buddhism the traditional/indigenous belief system (Taoism, Shamanism, Shintoism) that pre-existed and continued to be practiced in East Asian societies require reconsidering as defining factors of spiritualism.

Week 9

Module 7

Contact with the West: The social and cultural transformations in the region cannot be understood in isolation from the changing political environment propelled by the rise of imperialism. The 19th century expansionist political ideology of empires resulted in finding new shores and markets. The contact of East Asian countries with the Western imperial powers had ramification not only for individual countries but regionally as well the power dynamics changed to influence the future course of world historical journey. The fall of China and rise of Japan is thus the highlight of this module.

Week 10

Module 8

Education: How western education influenced and contributed towards the emergence of a modern ideology after the Meiji Restoration in 1868 in Japan, the concept of civilization and enlightenment, awakening, mass education with the establishment of national education system, education in China and Korea under the changing political scenario in early 20th century are the topics of this module.

Week 11

Module 9

Popular Culture in East Asia: Traditional and modern, cross-cultural influences as seen in China, Korea, Vietnam and Japan (Manga, anime, otaku, TV dramas, fashion, film, etc.) are the subjects matters here. The use of popular culture in public discourse to reconstruct historical memories, besides creating a channel of trans-national interaction, are some topics discussed in this module. The focus would be on contemporary times.

Week 12

Module 10

East Asian cuisine: Rice culture of East Asia and the history of regional food overlaps with the first module that include topics on cultural geography. The inter-regional

interactions and influences as seen in the food tradition of East Asia in the 20th and 21st centuries and the changing aspects in food choice are windows to understand the transformational journeys in the region.

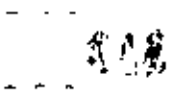
Essential Readings:

1. John Whitney Hall and James L. MacClain, 1991. *The Cambridge History of Japan: Early Modern Japan, Vol.4*. Cambridge University Press.
2. Marius B Jansen, 1989. *The Cambridge History of Japan: The Twentieth Century, Vol.5*. Cambridge University Press.
3. Fairbank, J.K., Reischauer, E.O. & Craig, A.M. (1989). *East Asia: The Modern Transformation*, Publisher: Houghton Mifflin College Div.
4. Patricia Ebrey, Anne Walthall, James Palais, (eds.) 2006. *Modern East Asia: A Cultural, Social and Political History*. NY: Houghton Mifflin.
5. Dorothy Ko, JaHyun Kim Haboush, and Joan R. Piggott, (eds.), 2003. *Women and Confucian Cultures in Premodern China, Korea and Japan*, University of California Press, Berkeley, CA.
6. Steven Tötösy deZepetnek, Jennifer W. Jay, (eds), 1997. *East Asian cultural and historical perspectives: Histories and society—culture and literatures*, Research Institute for Comparative Literature and Cross-Cultural Studies, University of Alberta.
7. David Curtis Wright, *The History of China* (Second edition), Greenwood, 1960.
8. Otmazgin, Nissim and Ben-Ari, Eyal (eds.), 2012, *Popular Culture and the State in East and Southeast Asia*, Routledge.
9. Naomichilshige, 2001. *The History of Japanese Food*, Kegan Paul.
10. Kevin Ruane, *War and Revolution in Vietnam, 1930-75*, Routledge, 1998.
11. 9. Ben Kiernan, *Vietnam: A History from Earliest Times to the Present*, Oxford University Press, 2017.

8. Pedagogy:

- a. Instructional design: *Classroom lectures, round table discussions films/documentary screenings, field visit to Korean/Japanese/Chinese/Vietnam cultural centres (Optional)*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Overhead projector
- c. Expertise in AUD faculty or outside *N/A*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) *N/A*

9. Assessment structure (modes and frequency of assessments):



Take Home Assignment 1 (25%), Take Home Assignment 2 (25%), Thought Piece 1 (10%), Thought Piece 2(10%) and End Semester Examination (30%).

Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- 2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- 3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th} adjourned...meeting held on.....and has been approved in the present form.

21/01/2015

Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA History (Hons.)
Course title	Medieval India II: Economy and Society
Course code	SUSIHS406
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Core for History Majors and elective for all other Undergraduates
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2012
Course coordinator and team	Dr. Yogesh Snehi

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
It connects with BA core courses (a) Medieval India- I (Polity and Administration) and (b) Medieval and Early Modern World.
2. Specific requirements on the part of students who can be admitted to this course:
*A basic understanding of the political history of medieval India.
 (Pre-requisites; prior knowledge level; any others – please specify)*
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per SUS norms.*
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): *Semester -long*
5. How does the course link with the vision of AUD?
It problematizes the narrow preconceived notions of 'medieval' period in India and opens up a discussion on economic and cultural histories of this significant period of Indian history.
6. How does the course link with the specific programme(s) where it is being offered?
It is a core course and is situated in the middle of connecting courses on Indian history.
7. **Course Details:**
 - a. *Summary: Medieval India-II (Economy and Society) offers a significant insight into the nature of agrarian and urban economy and, society in medieval India. The course is conceptualised on some significant debates on the notion of 'medieval' in India and therefore follows a thematic rather than a chronological approach that traverses along the debates on the idea of 'medieval'. Broadly, the course has been divided into four phases; Early Medieval, Sultanate, Mughal and Early Modern – indicating towards a broad framework of chronology rather than empires or dynasties. Despite problems with the nature of the term 'medieval' historians continue to use it and rather than relegating it to a period of decline and doom, this course on the contrary, focuses on some very significant developments in its agrarian and urban economy. It discusses the ways in which establishment of the Delhi Sultanate led to emergence of new classes in rural and*

urban settings, resulting in the evolution of structures of authority that subsumes older forms and also newer genres of literature. The reconstitution of Indian landscape with Islamic forms of architecture and later evolution of Indo-Islamic forms influenced even such strong regional kingdoms like Vijayanagara in South India. Further, the period was marked by the evolution of musical forms, musical instruments and newer genres of paintings. The emergence of Bhakti and Sufi movement in medieval India, lead to the evolution of a milieu of contestations and dialogue, affecting both the policies of the state and people at large, besides also influencing regional social formations particularly in Punjab, Bengal, Deccan and South India. This course, while enlarging the historiography of medieval social and economic formations, also presents a critique of communal perspectives on the history of medieval India.

- b. Objectives: There are two components of this course. While dealing with issue of restructuring of agrarian economy and land revenue administration, urbanization and emergence of new classes which gave impetus to urban economy in medieval India, this course open up a foray of debates on the nature of economic formation of a period which is generally relegated as a phase of decline and gloom. This course is thus premised on an understanding of complex economic processes which led to the evolution of state polity. This understanding is further exemplified through a reading of social processes. It is pertinent to underline that medieval India was a period of development of diverse forms of architecture, literature, paintings, critical social debates in the form of Nath, Bhakti and Sufi movements. How do we understand these diverse strands of social formation in a milieu which was fluid with competing ideologies both radical and liberal? These issues expose the minds of students to fascinating discourse on medieval Indian history and help them understand contemporary processes.

- c. Expected learning outcomes:

A broader understanding of social and economic processes of medieval India.

- d. Overall structure (course organisation, rationale of organisation; outline of each module):

It has been broadly divided into following themes. Students will be expected to familiarise themselves with readings form primary medieval texts/translations, varied forms of architecture, paintings, music and literature. Written assignments, oral presentations, class participation, collaborative work done with other centre within or outside AUD etc. will constitute varied modes of assessment.

1. The Idea of the 'medieval' in Indian history
2. Characterization of Early Medieval Economy and Society
3. State and Economy in the Sultanate and Mughal India: Agrarian Structures, Urban Economy
4. Regions and the Empire in Medieval India
5. Technology, Crafts and Non-Agricultural Production
6. Trade and Commerce: Routes, Merchants and Manufacturers
7. Urban and the Rural: Caste, Class and Gender
8. Art and Architecture: Innovation and Assimilation
9. Religious Movements: Bhakti and Sufi Milieu
10. Language, Literature and the Evolution of Music

- e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	The idea of the 'medieval' in Indian history	Situating medieval	Daud Ali. "The idea of the medieval in the writing of South Asian history: contexts, methods and politics." <i>Social History</i> 39, no. 3 (2014): 382-407.	**	A review of Daud Ali's reading of 'medieval': take-home, 20 percent.
2	Characterization of Early Medieval Economy and Society	Understanding early-medieval	Upinder Singh's <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> . Delhi: Pearson, 2009, pp.547-603.	**	**
3 4	State and Economy in the Sultanate and Mughal India: Agrarian Structures, Urban Economy	Understanding agrarian and urban economy	Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i> . New Delhi: Cambridge University Press, 2016, pp.18-52, 115-225. Satish Chandra. <i>History of Medieval India (800-1700)</i> . New Delhi: Orient Blackswan, 2007, pp.76- 117, 226-378. IGNOU readings on Sultanate India: Unit 19- State and Economy; Unit 20- Agrarian Structures IGNOU readings on Mughal India: Unit 16- Mughal Land Revenue System; Unit 17- Agrarian Relations; Excerpts from original sources: Alauddin Khalji's Revenue Decree; Ghiyasuddin's Agrarian Policy; Firuz Shah's Second Regulation; W.H. Moreland's Agrarian System of Moslem India; Ain-I-Akbari's regulation on	**	Thought piece- 1 (part of overall 10 percent for class participation)
5	Regions and the Empire in Medieval India	Situating regions	Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i> . New Delhi: Cambridge University Press, 2016, 53-83, 225-255. Satish Chandra. <i>History of Medieval India (800-1700)</i> . New Delhi: Orient Blackswan, 2007, pp. 138-161. IGNOU readings on regions: Sultanate- Unit 27- Vijayanagara Empire IGNOU readings on regions: Mughal- Unit 18- Land Revenue System: Marathas, Deccan and South India	**	**
6	Technology, Crafts and Non-Agricultural Production	Irrigation, textile, ship-building, etc.	Upinder Singh's <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> . Delhi: Pearson, 2009, pp.580-584, 594-596. Irfan Habib. <i>Technology in Medieval India, 650-1750</i> . New Delhi: Tulika Books, pp. 8-15, 36-47,	**	Second take home assessment, 30 per cent

			120-131. A. Jan Qaisar, "The Mifsh-ul-Fuzala": A Study of an Illustrated Persian Lexicon." In A. Jan Qaisar Som P. Verma (eds), <i>Art and Culture: Painting and Perspective, Vol. II</i> , New Delhi: Abhinav Publications, 2002, pp.		
7a	Trade and Commerce: Routes, Merchants and Manufacture	Regional, trans-regional and maritime trade	Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i> . New Delhi: Cambridge University Press, 2016, pp. 50-52, 77-83, 158-163, 213-216, 256-264, 273-278. Satish Chandra. <i>History of Medieval India (800-1700)</i> . New Delhi: Orient Blackswan, 2007, pp. 36-40, 44-48, 124-127, 159-161, 307-316.	**	**
7b	Urban and the Rural: Caste, Class and Gender	Caste, class and gender	Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i> . New Delhi: Cambridge University Press, 2016, pp. 202-205, 213-216, 265-273. Satish Chandra. <i>History of Medieval India (800-1700)</i> . New Delhi: Orient Blackswan, 2007, pp. 40-48, 123-124, 301-307.	**	**
8 9	Art and Architecture: Innovation and Assimilation-I	Structural and architectural forms	"Architecture and Sculpture in Early Medieval India." In Upinder Singh's <i>A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century</i> . Delhi: Pearson, 2009, pp.995-1037. John Burton-Page. <i>Indian Islamic Architecture: Forms and Typologies, Sites and Monuments</i> . London: Brill, pp. 3-33, 179-181. Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i> . New Delhi: Cambridge University Press, 2016, pp. 13-18, 63-77, 216-224.	**	Thought piece- 2 (part of overall 10 percent for class participation)
10	Art and Architecture: Innovation and Assimilation-II	Miniature paintings	IGNOU readings on Mughal India: Unit 34- Painting and fine arts Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i> . New Delhi: Cambridge University Press, 2016, pp. 134-151, 186-196. "PUNJAB PAHARI PAINTING," http://www.sikh-heritage.co.uk/arts/Punjab%20painters/page2.htm "Nainsukh," https://en.wikipedia.org/wiki/Nainsukh A study of Mughal and Rajput select miniatures from Victoria and Albert Museum and The British Library collections.	**	**
11	Religious Movements: Bhakti and Sufi	Notions of sacred	Satish Chandra. <i>History of Medieval India (800-1700)</i> . New Delhi: Orient Blackswan, 2007, pp. 52-56, 135-37, 323-27.	Irfan Habib. "Medieval Popular	**

	Milieu		<p>Catherine B. Asher and Cynthia Talbot. <i>India Before Europe</i>. New Delhi: Cambridge University Press, 2016, pp. 105-114.</p> <p>John Stratton Hawley. <i>Three Bhakti Voices: Mirabai, Surdas, and Kabir in their Time and Ours</i>. New Delhi: OUP, 2005, pp. 70-86.</p> <p>Khalid Ahmad Nizami. "Some Aspects of Khānqah Life in Medieval India." <i>Studia Islamica</i>, No. 8 (1957), 51-69.</p> <p>Bharat Ek Khoj: Episode 21 (Bhakti) and Episode 27 (Synthesis)</p> <p>Selected verses Amir Khusrau, Kabir, Guru Nanak, Makadevi Akka.</p>	<p>Monotheism and Its Humanism: The Historical Setting." <i>Social Scientist</i>, Vol. 21 (3/4), 1993: 78-88.</p>	
12	Language, Literature and the Evolution of Music	Language of state and speech	<p>P. Hardy. "The "oratio recta" of Barani's "Ta'rikh-i-Firūz Shāhī"—Fact or Fiction?" <i>Bulletin of the School of Oriental and African Studies</i>, Vol. 20 (1/3), 1957: 315-321</p> <p>Sunil Sharma. "Amir Khusraw and the Genre of Historical Narratives in Verse." <i>Comparative Studies of South Asia, Africa and the Middle East</i>, Vol. XXII (1&2), 2002: 112-118.</p> <p>Muzaffar Alam. "The Pursuit of Persian: Language in Mughal Politics." <i>Modern Asian Studies</i>, Vol. 32 (2), 1998: 317-349.</p> <p>Daniel M. Neuman. "Indian Music as a Cultural System." <i>Asian Music</i>, Vol. 17 (1), 1985: 98-113.</p>	**	In-class end-semester examination, 40 per cent.

8. Pedagogy:

- a. Instructional strategies: *Lecture, audio-visual, field-based learning*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): *Lecture room with AV set-up.*
- c. Expertise in AUD faculty or outside: *SLS, SUS, SoD.*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): *Archaeological Survey of India, Government Museums.*

Signature of Course Coordinator(s)

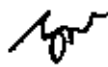
Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
 3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th} adjourned meeting held on
21/01/2015 and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SLS/SUS
Programme(s)	BA History
Course title	Modern and Post-modern World, 1750-2010
Course code	SUS1HS405
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2012
Course coordinator and team	Dr Dhiraj Kumar Nite

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
It builds on Medieval and Early Modern World (SUS1HS404).
2. Specific requirements on the part of students who can be admitted to this course: *None.*
 (Pre-requisites; prior knowledge level; any others – please specify)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per SUS norms.*
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): *Semester-long/Winter*
5. How does the course link with the vision of AUD? *It engages with dialectics of reason, rationality and social justice.*
6. How does the course link with the specific programme(s) where it is being offered?: *It is one of the courses on non-Indian history or world history within the BA History programme.*

7. **Course Details:**

a. **Summary:**

It focuses on the emergence and progression of the modern and postmodern world. It lays bare the nature of and reasons responsible for the great divergence, as it were, between the north Atlantic and the Asians. It discusses the significance of advancement of modernity – the claim for progress in the shape of formation of a virtuous world on the basis of reason, rationalism, individualism, worldliness, naturalism, common good and economic prosperity. Equally, it considers the germination of postmodernity – the emphasis on perspectivism, personal autonomy, difference and refutation of the modernist claims for seamless progress. Here, modernity and postmodernity are not viewed as a force imposed by the West on 'The Rest'. Rather, it was something emerging from the new pattern of interactions between commercial-industrial societies of the northern and western hemispheres and the peoples of the East and South, who witnessed a comparatively advanced early modern past, colonial downfall and ex-colonial reconstruction / resurgence.

The economic order of modernity is characterised by the driving concerns for affluence, accelerating consumption, intensification of resource use and sustained (technological) growth. Modern polity is characterised by the nation-state, developmental state, and military fiscalism; characterised by the centrality of

citizenship, civic rights and political representation. The changes in social structure involve the identification of persons on the basis of 'individual' merit or roles rather than inherited or ascribed status, the collapse of primordial social relationships ('orders' of society) and formation of new classes and social categories. The shifts in cultural patterns, occurring in tandem with social changes, include secularisation, the entrenchment of scientific and professional ethics, privatisation of many areas of social life, the establishment of status based on consumption, and more rigorous segregation of leisure from labour/work. By contrast, information accumulation (the function of ICT and service economy as the basis of sustained economic growth) and the pre-eminence of finance capital characterise the beginning of postmodern world from the third quarter of the 20thc and onwards. A shift from the polity of discipline to that of control and biopolitics defines its political order. The presence of accentuated inequality, a large proportion of the precariat population in the midst of surfeit, on one side, and the demand for autonomous individuality and difference, and a critique of surveillance and disciplinarian power, on the other, are noticeable in this world. All these issues form the different modules of this course.

b. Objectives:

It helps the student to grasp the evolution of the world, as we inhabit it today, and to locate the scenario of their national society, as it was linked to the rest of the world. It equips them with concepts and analytical design useful for comprehending changes and continuities of our world in a comparative context.

c. Expected learning outcomes: *Preparing the student for a grasp of the connected and comparative history of human societies across the globe.*

d. Overall structure and contents (course organisation, the rationale of organisation: outline of each module; indicative reading list with core and supplementary readings):

Week 1.

Module I: Asia and Western Europe in comparison before domination and colonisation efforts of the European; the Agrarian economic changes, Proto-industrialisation and Proto-capitalism in Europe and Asia; and the Slave economy on the plantation in the Americas, Africa and Asia.

Week 2 and Week 3.

Module II: the Meaning of Modernity; Tendencies and Geographies of Early Modern World: the Humanist Revolution: Renaissance, Reformation, the Copernican revolution.

Week 4 and Week 5.

Module III: Strands of enlightenment thoughts and practices; Political strives for liberty, equality, fraternity, happiness, prosperity, and utilitarianism in the 19thc.

Week 6 and Week 7.

Module IV: Strands of enhanced-modernity and Postmodernity, Political strives for freedom, equality, peace, happiness, social justice in the 20thc and 21stc; conflicts between secularism and religious matters; prosperity and fragility of the eco-system.

Week 8.

Module V: The first Industrial revolution. 'modern industrialisation path'; social problems of the industrialising society in the 18th and 19thcs.

Week 9 and Week 10.

Module VI: The second industrial revolution; new geographies of late industrialisation; protectionism or import substitution; human resource development and R&D, Fordism; scientific management (Taylorism); the great depression; social life in the late-19thcs and early-20thcs.

Week 11 and Week 12.

Module VII: Economic life and its philosophies in the 19th and 20thcs. Capitalism, Utilitarianism, Colonialism/Imperialism and Socialism/Communism; Underdevelopment, De-colonization and ex-colonial resurgence; Information accumulation and postmodernisation of the economy; Postmodernism; Multiculturalism.

Week 13.

Module VIII: A case of the Islamic world: the Ottoman Empire, its predicament, breakdown and reorganisation.

Reading List:

Acemoglu, Daron and James Robinson. *Why Nations Fail. The Origins of Power, Prosperity and Poverty.* New York: Crown, 2012.

Allen, RC. *An Introduction to the Global Economic History*, 2011.

Heuman, G. and T. Burnard, *The History of Slavery*, Oxon: Routledge, 2011

Gay, Peter, *The Enlightenment, a Reinterpretation: The Science of Freedom*, 1976.

[essential]

Pomeranz, K, *The Great Divergence: Western Europe, China and Japan and the Making of Modern World Economy*, 2002. [essential]

Arrighi, G, *The Resurgence of East Asia: Perspectives of 1000, 500, 100, and 50 years*, 2003.

Clark, G, *Farewell to Alms: A brief economic history of the world*, Princeton University Press, 2007.

Allen, Robert C. *The British Industrial Revolution in Global Perspective*, Cambridge, 2009.

[four chapters: essential]

Parthasarathi, Prasannan. *Why Europe Grew Rich and Asia Did Not: Global Economic Divergence, 1600-1850*, Cambridge, 2011.

Nayyar, Deepak. *Catch Up: Developing Countries in the World Economy*, 2013. [last three chapters: essential]

Piketty, Thomas, *Capital of the Twenty-First Century*, Cambridge: Harvard University Press, 2014.

Arrighi, Giovanni. *The Long Twentieth Century: Money, Power, and the Origins of Our Times*, 1994.

Braudel, Fernand. *Civilisation and Capitalism, vol. III: the perspective of the world*, 1984. [chapters – 4, 5, 6.]

Hardt and Negri, *Empire*, Harvard University Press, 2000. [essential]

Foucault, Michel. *The Order of Things*, 1966. [essential]

Bayly, C.A. *The Birth of Modern World, 1780-1914*, 2009. [chapters on the political revolutions, the 2nd Industrial Wave, the Ottoman Empire]

Hobsbawm, E.J. *The Age of Extremes, 1914-91*. [chapters on the USSR and the Arabs: essential]

de Vries, Jean. *The Industrious Revolution: Consumer Behaviour and the Household Economy from 1650 to the Present*, 2008.

Maddison, A. *Monitoring the World Economy, 1820-1992*.

Wallerstein, Immanuel. *The Decline of American Power*, 2003.

Wallerstein, I. *The Modern World System vol. III: the second great expansion of the capitalist world-economy 1730-1840s*, 1989.

Wallerstein, I. *The Modern World System vol. IV: the triumphant of centrist liberalism, 1789-1914*, 2011.

8. Pedagogy:

a. Instructional strategies:

Weekly lectures, class-based discussion on the selected reading materials, presentation of each assignment to the class an open discussion on each presentation.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Projector, Map and Relevant Reading Materials at Library.

c. Expertise in AUD faculty or outside: *From AUD faculty.*

d. Linkages with external agencies (e.g., with field-based organisations, hospital; any others): *N/A.*

9. Assessment Structure (modes and frequency of assessments):

Two essay submissions and their presentations to the class (each of them is 30% on written +10% on presentation of total grade). The third component is a weekly discussion to be done by different groups of the student on selected reading materials and lectures. This

accounts for the remaining 20% of the total. Participation in all three activities, excepting some forbidding circumstances, is necessary to get a passing grade.


Signature of Course Coordinator(s): Dhiraj Kumar Nite

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{8th}.....meeting held on.....
04/03/2016.....and has been approved in the present form.



Signature of the Dean of the School

Ambédkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>BA Honours History</i>
Course title	<i>Understanding the Past: Myths, Epics, Chronicles and Histories</i>
Course code	<i>SUSIHS431 / H02</i>
Credits	<i>4</i>
Course type (core/compulsory/optional/any other – please specify)	<i>Elective for History Majors, elective for any other Undergraduate Students</i>
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	<i>UG</i>
Course coordinator and team	<i>Prof. Denys P. Leighton; has been taught, also by Prof. Tanuja Kothiyal</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
No.
2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)
No Pre- requisites.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per SUS norms.
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)
Winter(now) Semester - long course. Lectures with discussions.
5. Proposed date of launch: *Taught since Monsoon Semester, 2010*
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Through this course students shall achieve a clear sense of the relationships between the humanities and the social sciences and between academic history ('scholarship') and popular understandings of the past. It explores the co-constitutive relationships between mainstream and marginal, and between normative knowledge and non-knowledge. The course is one of several elective courses intended for both History majors and other Undergraduate students. It directs attention to the emergence of modern 'scientific

history' since c. 1750 CE and its relation to older (as well as non-European) modes of relating past to present as well as its relation to postmodernism.

7. Course Details:

a. Summary: *The types of historical research and teaching commonly pursued in the academy today are recent inventions, as is the organization of knowledge into natural/physical science, social science and humanities or liberal arts. Within this modern (and Euro-centric) 'knowledge order' history occupies an ambiguous place between social science and humanities. According to some scientists of the 19th and 20th centuries, the role of the historian is to provide data to be processed by social scientists, while according to others (sometimes called the German school of 'human sciences') history, along with philosophy, is at least partly a science of the structure of the human mind and is in a sense preliminary to social science. To some 'postmodernist' thinkers, history is a form of literature or making of meaning through narrative but otherwise has no privileged relationship either to truth or to reality. There is good reason, then, to take stock of history in connection with knowledge forms other than itself, and to think about 'metahistory'. This course studies modern scientific history and its advocates and critics in relation to pre-modern (Western) and to 'non-Western' modes of relating past to present. It begins with consideration of myths and epics of various societies going back at least three thousand years before the present; it examines historical writing in relation to literature, poetics and religious knowledge; considers 'early modern' European debates about history as science or anti-science; it examines the emergence and 'career' of scientific history in relation to the research university and European colonialism (c. 1800 to present); and it considers trends in the making of historical meaning, such as oral history, that have hitherto been considered non-historical from the perspective of scientific history.*

b. Objectives :

-To become familiar with debates over meanings of the past—for example, how we distinguish between past and present and locate ourselves as impartial (or partial) observers of events in time.

- To understand the nature of the historian's authority and his/her relation to wider and 'non-professional' audiences or producers of meanings about the past.

- To pose questions such as the following: How are 'sources' (written, material, oral and other) used? How is History relevant to the present? Is History an effort to discover and recover 'the past' or is it instead a creative (meaning-making) process, or is it both of these at once? Why have historians held contrary opinions about this? How do we distinguish between historical fact and 'interpretation'? What future is there for History as a scientific and humanistic discipline?

- While addressing claims about how scientific History organizes our understanding of past events and experiences, we consider alternative ways of knowing that have characterized the past 3,000 or more years of human life-ways that continue to grip human imagination.

c. Overall structure: Given below

d. Contents (brief note on each module; indicative reading list with core and supplementary readings) : See weekwise syllabus below. Quantity of reading is on average 30 – 50 pages a week, and much of it is from internet sources.

WEEKLY SCHEDULE:

WEEK I (11 – 16 January). Do you need a philosophy of history to understand history? Myths, epics and pre-modern understanding of past and present.

WEEK II (18 – 22 January). Herodotus, Histories.

WEEK III (25 – 30 January). Indian patterns in/of the past. Greco-Roman historiography.

WEEK IV (1 – 6 February). Medieval historiography: 'European', Chinese and 'Islamic'. Epics, chronicles and legends of nations.

WEEK V (8 – 13 February). Ibn Khaldun, Muquaddimah. Bacon and Descartes on understanding the past: science and 'facts' of history

WEEK VI (15 – 20 February).

WEEK VII (22 – 27 February). The end of 'amateur' history? (E. Gibbon and D. Hume versus Jane Austen.) Understanding the past as a science of society. 'Problems' of history outside Europe.

WEEK VIII (29 February – 5 March). The university revolution and history in an era of nationalism: Hegel, Macaulay, Michelet and Marx

WEEK IX (7 – 12 March). The university revolution - continued.

WEEK X (14 – 19 March). History in the light of modern science and philosophy. R. G. Collingwood, M. Oakeshott, E. H. Carr.

WEEK XI (21 – 26 March) The 'Annales School' and the ideal of 'total' history. Universities and study of history after 1945. History in the 'developing' world.

WEEK XII (28 March – 1 April). M. de Certeau and others. Oral history and 'living history'.

WEEK XIII (4 – 9 April). History and Postmodernism

WEEK XIV (11 – 16 April). What is left of history? Reflections on modernist and postmodernist history.

Essential Readings:

- E. J. Alagou, 'An African Philosophy of History in the Oral Tradition,' (undated document, downloaded from http://www.nigerdeltacongress.com/articles/an_african_philosophy_of_history.htm on 7 March 2011)
- Abu'l Raihan Al-Biruni, *Tahqiq mā fi'l Hind*, trans. E. C. Sachau, *Alberuni's India*, 2 vols. (London: K. Paul, Trench and Trubner, 1888-1910): selections.
- E. H. Carr, *What Is History?* (London: Penguin, 1990 [1961]).
- Herodotus, *The Histories*, trans. A. D. Godley: selections.
- George Iggers, Edward Wang, Supriya Mukherjee, *Global History of Modern Historiography* (New Delhi: Pearson Education, 2010)
- Keith Jenkins, *Re-thinking History* (Routledge, 2003 [1991]): selections.
- Ibn Khaldun, *The Muqaddimah*, trans. Franz Rosenthal: selections.
- Devoney Looser, 'Catharine Macaulay: The "Female Historian" in Context,' *Études Épistémè*, 17 (2010), 105-118.
- *Mahābhārata*: selections.
- Masaki Mori, 'Theories of the Epic: A Brief Historical Overview,' *Epic Grandeur: Towards a Comparative Poetics of the Epic* (Albany, NY: State University of New York Press, 1996), Chap. 1.
- Harbans Mukhia, 'Time, Chronology and History: the Indian Case,' in Solvi Songer, ed., *Making Sense of Global History* (Oslo: Oslo University Press, 2001)
- Eric Wolf, *Europe and the People Without History* (California UP, 1982): selections.
- Robert Segal, *Myth: A Very Short Introduction* (OUP, 2004)

*Other short documents as well as texts and images from websites (especially - www.culturahistorica.es) will be used.

2. Pedagogy:

- a. Instructional design: *Blend of lecturing with discussions and with assessments involving students reporting to ('teaching') each other.*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): *None*
- c. Expertise in AUD faculty or outside : *Several AUD faculty members have expertise sutling them to teach this course, and external resource people can also be brought in for some classes. The course was designed by a historian with specialization in intellectual and cultural history.*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) : *None*

3. Assessment structure (modes and frequency of assessments)

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Oral presentations	After ¼ of the course	20%
2	Mid term exam	Mid term	25%
3	Short writing assignment	After ¼ of the course	15%
4	End Semester exam	As per SUS schedule	40%

- There is no 'participation' grade in this course. However, per current SUS attendance policy, grade cuts for low attendance are applied after submission of course grades. Students of the course are expected not only to attend class regularly but to be present in mind as well as body. Being prepared by doing the assigned reading according to schedule and participating in classroom activities (e.g., discussions) is very important.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{3rd}..... meeting held on..... and has been approved in the present form.

13/03/2013



Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>BA History</i>
Course title	<i>Wars and Revolutions in Twentieth Century</i>
Course code	<i>SUS1HS435/H14</i>
Credits	<i>4</i>
Course type (core/compulsory/optional/any other – please specify)	<i>Elective for BA History Honours and all others</i>
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	<i>UG</i>
Course coordinator and team	<i>Prof. DharendraDattDangwal; also taught by Dr. PallaviChakravarty and Dr. Geetanjali Tyagi</i>

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course focuses on the history of the World with greater emphasis on historical processes and developments which characterized the Twentieth Century in Europe and parts of Asia. However, with many intersecting themes, it also connects with other courses like 'Modern and Post-modern World 1750-2010' and 'Decolonisation in History' offered at the Programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per SUS norms. This course serves as an Elective for History Honours and also as an Elective for any other Undergraduate students at the University.*

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Winter Semester Course

5. Proposed date of launch: *Winter Semester, 2013*

6. How does the course link with the vision of AJD and the specific programme(s) where it is being offered? *This course adds up to the pool of 'non-South Asian History' courses, with specific focus on World History in the Twentieth Century.*

7. Course Details:

- a. *Summary: The course shall analyse the scale and complexity of the World War I. War was unique in a variety of ways: its use of technology, the scale of devastation, and loss of human life. At the end of the war entirely new world order emerged. We shall examine it. We shall also explore nature of Russian and Chinese revolutions. The diplomatic efforts after the World War I focused on preventing similar war in future, but as we know these directly contributed to the World War II. The role of rise of Fascism and Nazism was equally important in understanding the origin of the World War II. Aggressive nationalism, coupled with suspicion, competitive capitalism and imperialism led to World War II. This war shall be analysed in all its dimensions. The course shall end with examining the new world order that emerged at the end of the war. The Cold war, the European reconstruction, rise of Non-alignment shall be discussed. We shall also focus on Korean and Vietnamese war. Finally, we shall examine the end of Cold War and emergence of Multipolar world.*
- b. *Objectives: The course shall focus on the emergence of a new world order in the 20th century. Various events influenced this development. Two World Wars played crucial role in shaping the Contemporary world. The course shall closely examine origin, course and consequences of these two wars.*
- c. *Overall structure: Given below*
- d. *Contents (brief note on each module; indicative reading list with core and supplementary readings)*

Week 1-2-3

Module One

The First World War was the result of complex socio-economic and political factors that developed in the 19th century Europe. This module attempt to understand these factors.

- Events leading to World War I*
- World War I: scale, dimensions, issues, and problems.*
- Treaties after the war*

Week 4-5

Module two

This module attempts at understanding the processes of transition and change witnessed in mid-19th and early 20th century Russia with special emphasis on developments leading to Russian Revolution

- *Russian Revolution: nature, events and outcome*

Week 6

Module three

In this module, students would be encouraged to analyse various aspects of history of China with special reference to Chinese Revolution of 1911 and 1949

- *Chinese Revolution; its rationale and impact*

Week 7-8

Module four

While assessing the historical developments which characterized the period in Europe between the two World Wars, this module traces the rise and growth of socio-political ideologies like that of Fascism and Nazism; their main leaders and their impact on the wider political scene

- *Europe in Inter-war period: rise of Fascism and Nazism*

Week 9-10

Module five: Contextualising the Second World War, with the shifting political alliances and military negotiations across the world, this module tries to understand the event and its impact

- *historical analysis of the events leading to World War II*
- *the course and consequences of the War*

Week 11

Module six: This module traces the beginnings of the Cold War; the post-Second World War scenario while situating the emergence of two power blocs. It further engages with region-centric studies of Korean and Vietnam Wars and their global significance

- *New World order: two super powers and the Cold war.*
- *Korean and Vietnamese wars; historical and global perspective*

Week 12

Module seven: This final module tries to analyse the World after the disintegration of USSR and end of Cold War; on emergence of new political platforms like NAM; locating its significance, voicing concerns against the domination of the two power blocs

- *Non-alignment Movement – significance in international political milieu*
- *Disintegration of the USSR, end of Cold War and emergence of multipolar world*

Reading List:

Essential readings:

1. Eric Hobsbawm, *The Age of Extremes: The Short Twentieth Century, 1914-1991*, Vintage, 1994.
2. C. A. Bayly, *The Birth of Modern World, 1780-1914*, Blackwell, 2004.
3. Michael Howard, *Empires, Nations and Wars*, Spellmount, 2007.
4. Chris Cook and John Stevenson, *World History Since 1914*, Routledge, 2005.
5. Rex Wade, *The Russian Revolution 1917*, CUP, 2005.
6. Neil Gregor, ed., *Nazism*, OUP, 2009.
7. Arjun Dev and Indira Arjun Dev, *History of the World*, Orient Blackswan, 2010
8. Martin Walker, *The Cold War: A New History*
9. Merriman, J., *History of Modern Europe, Volume 2: From the French Revolution to the Present*. New York: WW Norton and Company 2004.
10. N. Davies, *Europe: A History*, New York, Harper Perennial, 1998

Suggested readings:

1. Richard Sakawa, *The Rise and Fall of Soviet Union*, Routledge, 1999.
2. Gordon Martel, eds, *A Companion to Europe, 1900-1945*, Wiley- Blackwell, 2011.
3. Evan Mawdsley, *World War II: A New History*, CUP, 2009
4. Gregory L. Freeze, *Russia: A History*, OUP, 2009.
5. Martyn Housden, *Hitler- Study of a Revolutionary*, Routledge, 2000
6. John Lewis Gaddis, *The Cold War: A New History*
7. Stephen Lovell, *Destination in Doubt: Russia Since 1989*, Zed Book, London, 2009.
8. Patricia Buckley Ebrey, *Cambridge Illustrated History of China*, CUP, 2005.
9. Patricia Knight. *Mussolini and Fascism*, Routledge, 2003.
10. Phillip M Bell and M. Gilbert. *The World Since 1945: An International History*, Bloomsbury Academic, 2017.

Films/Documentaries:

- All Quiet on the Western Front
 - Epic History Chanel Documentaries
 - The Great War (BBC)
 - Schindler's List
 - Downfall
 - Stalingrad
 - China: A Century of Revolution

5. Pedagogy:

- a) Instructional design: *Classroom discussions about the readings, cinematic representations of historical processes and movements during the Twentieth Century across the World. Intensive and consistent engagement with the student to develop their class assignments.*
- b) Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)- *Online sources, screening of documentaries*
- c) Expertise in AUD faculty or outside –*N/A*
- d) Linkages with external agencies (e.g., with field-based organizations, hospital; any others) –*N/A*
- e) Assessment structure (modes and frequency of assessments)

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Take home essay	After 1/4 of the course	20%
2	Mid term exam	Mid term	20%
3	Take home essay	After 3/4 of the course	20%
4	End Semester exam	As per SUS schedule	40%

Signature of Course Coordinator(s)


Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{4th} adjourned.....meeting held on.....
21/01/2015


Signature of the Dean of the School


 Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA History
Course title	Contemporary India 1947-92
Course code	SUSHIS436
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	2012
Course coordinator and team	Dr. Salil Misra

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
BA History course Modern India 1857-1947
2. **Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)** None
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
As per SUS norms
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Winter Semester
5. **How does the course link with the vision of AUD?** The course focuses on the structures – both inherited and created - that have produced inequality in contemporary India. It also talks of the various efforts that have tried to overcome different social obstacles.
6. **How does the course link with the specific programme(s) where it is being offered?** The major economic and political developments during the period 1947-92 constitute an important part of the Indian history. The BA (History) Hons programme aims to familiarise students with broad historical processes. The course attempts to demonstrate these processes for an extremely important period of Indian history.
7. **Course Details: All headings to be filled**
 1. **Summary.** This is an overview course and proceeds like a narrative of some of the major developments in independent India. It enables students to make sense of the economic and political process and structures. The underlying assumption is that the first four decades of independent India were crucially significant in the project of India's social transformation. The course provides necessary background information and conceptual tools for a more specialized engagement with the economic political and social trajectories of independent India. The course will be transacted with the help of available social science textbooks. It is expected that the students will be able to use the knowledge gained in the course to make an independent assessment of the existing world around them.

Objectives: The course aims to provide an overview of the major political and economic changes during the first four decades of independent India. It is essentially a story of the trajectory of India's social transformation after becoming an independent nation-state. The course examines the nature of India's social transformation and the enormous complexities involved in this process. The course deals with the period starting with 1947 and goes on till 1992. However not all the decades have been treated in an even uniform manner. The Nehru period (1947-64) has been given much greater importance, the assumption being that the major consolidation of the new nation-state, both economic and political, happened under the leadership of Nehru. The course has a bias towards the economic and political. The assumption is that a discussion of the economic processes and structures of power will provide a better understanding of the major changes during the period under discussion. The course will also try to introduce the students of history to some of the major writings and ideas from other social science disciplines such as Sociology, Political Science and Economics.

Expected learning outcomes: It is expected that after doing this course, the student will become sufficiently curious about the current social and political developments and will also be equipped conceptually to attempt a rational scrutiny of the world around us.

Overall structure (course organisation, rationale of organisation; outline of each module): Following is a break-up of the various modules:

- a. Consolidation and Integration I: Legacy of two centuries of colonial rule; Integration of princely states; zaminadari abolition; major institutional and technological reforms in Indian agriculture (Ceiling, Cooperativization, Green Revolution).
- b. Consolidation and Integration II: Making of Indian Constitution; Redrawing the administrative boundaries; Polity under Nehru; The language question; DMK movement.
- c. Economy: From Command Economy to Liberalization.
- d. The Indian Nation: General discussion of nation and nationalism; Strategies of nation-making by Nehru and his followers; major challenges faced by the Nation-in-Making – Kashmir, Punjab, North-East; the state of Indian nation today.
- e. Democracy in India: General discussion on Democracy; the nature of Indian democracy; mass participation; role of elections and political parties; major challenges confronted by Indian democracy – JP movement and the Emergency.
- f. Secularism in India: General discussion on secularism – its meaning and definitions; nature of Indian secularism; major challenges faced by Indian secularism – Ramjanm Bhumi (Ayodhya) movement.
- g. The Caste Question: General discussion on caste and casteism; Historical treatment of caste in India; Caste as identity assertion; major caste movements – rise of OBCs and Dalit assertion.
- h. India and the World: India's Foreign Policy; Non-Alignment under Nehru; Wars with China and Pakistan, 1962, 1965 and 1971.

Reading List:

Essential Readings

- Bipan Chandra et.al, *India After Independence*
Paul R.Brass. *The Politics of India Since Independence*
Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*
Hiranmay Karlekar (ed.), *Independent India: The First Fifty Years*
Shashi Tharoor, *India from Midnight to Millennium*

Supplementary Readings

1. Andre Beteille, *Society and Politics in India*
2. B.R.Nanda (ed.), *India's Foreign Policy*
3. Bimal Jalan (ed.), *The Indian Economy: Problems and Prospects*
4. Bipan Chandra et al, *India After Independence*
5. Eleanor Zelliot, *From Untouchable to Dalit: Essays on the Ambedkar Movement*
6. Granville Austin, *The Indian Constitution: The Cornerstone of a Nation*
7. Hiranmay Karlekar (ed.), *Independent India: The First Fifty Years*
8. Lloyd I.Rudolf and Susanne Hoerber Rudolf, *The Modernity of Tradition: Political Development in India.*
9. M.N.Srinivas (ed.), *Caste: Its Twentieth Century Avatar*
10. Myron Weiner, *The Indian Paradox: Essays in Indian Politics*
11. Niraja Gopal Jayal (ed), *Democracy in India*
12. Niraja Gopal Jayal and Pratap Bhanu Mehta (ed.), *The Oxford Companion to Politics in India.*
13. Partha Chatterjee (ed.), *Wages of Freedom: Fifty Years of the Indian Nation-State*
14. Rajni Kothari, *Politics in India*
15. Ramchandra Guha, *India after Gandhi: The History of the World's Largest Democracy*
16. S.Gopal, *Jawaharlal Nehru, Volumes 2 and 3*
17. Sunil Khilnani, *The Idea of India*

Tentative Assessment Scheme:

Sr. No.	Assessment	Timing of the Assessment	Weightage
1.	Take Home Essay	Early Semester	30%
2.	Mid-Term Test	Mid-Semester	30%
3.	End Semester examination	End Semester	40%

8. Pedagogy:

- a. Instructional strategies: How it is taught?: Mainly classroom interaction.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. Expertise in AUD faculty or outside: AUD expertise available

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ...*4th adjourned* meeting held on and has been approved in the present form.

21/05/2015

[Signature]

Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honors Programme
Course title	Advanced Analysis
Course code	SUSIMA540
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate level
Proposed date of launch	Winter Semester 2013-14
Course coordinator and team	Prof Geetha Venkataraman and Dr Pranay Goswami

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, it connects to all three compulsory Analysis courses.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of SUSIMA508 (Analysis III)

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Winter Semester
5. How does the course link with the vision of AUD?

This course covers Analysis more thoroughly and more theoretically, giving an introduction to important mathematical techniques and results that give a foundation for further work in Real Analysis. It serves as an introduction to the rigorous proofs and formal mathematical arguments needed in all higher-level mathematics courses.

6. How does the course link with the specific programme(s) where it is being offered?

This course is an Advanced Analysis elective course for student of BA Mathematics Honours. This links along with other compulsory Analysis courses (I, II and III) offered in the BA Mathematics Honours programme.

7. Course Details:

- a. Summary: The main modules of the course are described below:

Part A: Metric Spaces

Part B: Complex analysis and

Part C: Multivariable functions.

Part A: Metric Spaces is compulsory for all. Students are required to choose one of Part B: Complex analysis or Part C: Multivariable functions.

- b. Objectives

This course has mainly been designed with the aim of introducing students to the advanced mathematics. The course has three parts one on Metric Spaces which is compulsory and students can choose from one of the other two parts on Complex Analysis or Multivariable functions. Lab work may also be included where it will enhance visualisation and understanding.

- c. Expected learning outcomes: After completing this course, students will be able to understand the concepts of Metric spaces, Complex Analysis or Multivariable Calculus.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the three main modules as described below.

Metric Spaces

Metric spaces and its examples, continuity, homeomorphism, closed sets and open sets, closure, interiors, and boundary points, inheritance, clustering and condensing, product metrics, completeness and boundedness, compactness, connectedness, covering.

Complex Analysis

Field of complex numbers, The complex plane, Topological aspects of complex plane, Function of complex variables, continuity and differentiability, algebra of differentiation, Analytic functions, Cauchy-Riemann equations, Line integrals,

closed curve theorem for entire functions, power series and its convergence, differentiability and uniqueness of power series, Cauchy integral formula, Taylor's series, Liouville's theorem and fundamental theorem of algebra

Multivariable Functions

Multiple integrals, change of variables. Triple integrals in Cylindrical coordinates, Triple integrals in spherical coordinates, vector fields and gradients. line integrals, Fundamental theorems of line integrals, Green's Theorem, curl and divergence, parametric surfaces and their areas. Surface integrals (Oriented surface only), Stoke's theorem, Gauss Divergence theorem.

Text Book and References:

1. Joseph Bak and Donald J. Newman, *Complex Analysis* (2nd edition), Springer, 2001.
2. Charles C. Pugh, *Real Mathematical Analysis*, Springer, 2002.
3. S. Kumarcasan, *Topology of metric space*, Alpha Science International Ltd., 2005.
4. James Stewart, *Essential Calculus: early transcendentals*, Thomson Brook/ Cole, 2007.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	First week of February	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	Home assignment/Tut	Throughout the semester	15%
4	Presentation/ Viva	End March/Early April	15%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional design: There will be four lectures a week and one tutorial per week for this course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, NO
- c. library, classroom/others instructional space; any other – please specify)
Classroom, Library
- d. Expertise in AUD faculty or outside: AUD Faculty
- e. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not Applicable

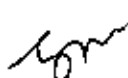
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
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3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....
18/03/2015.....and has been approved in the present form.



Signature of the Dean of the School

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Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Algebra II
Course code	SUS1MA506
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2012-13
Course coordinator and team	Balchand Prajapati, Geetha Venkataraman

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Builds on the course MA503 (Algebra I)

2. Specific requirements on the part of students who can be admitted to this course:

Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of Algebra (SUS1MA503)

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other = please specify): Winter Semester

5. How does the course link with the vision of AUD?

This course helps students develop their ability to think abstractly within the setting offered through Abstract Algebra. Such skills would add to students ability to analyse and solve problems even in real life.

6. How does the course link with the specific programme(s) where it is being offered?

This course forms a pre-requisite for other higher order algebra courses on offer at the undergraduate level.

7. **Course Details:**

a. **Summary:** This is a second course on Abstract Algebra. This course will introduce advanced understanding of Groups, Rings and Linear Algebra.

b. **Objectives:** The aim of the course is to offer a gentle introduction to the concepts of groups, rings and linear mappings and some applications of these.

c. **Expected learning outcomes:** After completing this course, students will be able to understand knowledge of groups, rings and linear algebra.

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The following topics will be covered in the course under the four main modules as described below.

- **Group Theory**

Cyclic groups (definition and examples), properties of cyclic groups, subgroups of cyclic groups, permutation groups, symmetric group on n letters, permutations, cycle notation, properties of permutations, even and odd permutations, alternating group on n letters, cosets, properties of cosets, Lagrange's Theorem and consequences, normal subgroups, normal subgroup test, examples of normal subgroups, factor or quotient groups, examples and some applications of factor groups, group homomorphism, kernel of a homomorphism, properties of homomorphisms, group isomorphism, isomorphism theorems (I, II and III) and properties of isomorphisms.

- **Ring Theory**

Characteristic of a ring, ideals, factor rings, prime ideals and maximal ideals, definition and examples of ring homomorphism and ring isomorphism, isomorphism theorems (I, II and III) for rings, properties of ring homomorphisms, field of quotients.

- **Linear Algebra**

Dimension of a vector space, subspaces of a finite-dimensional space, the basis theorem, dimensions of null space and column space of a matrix, rank, the row space, the rank theorem, applications to system of equations, rank and the invertible matrix theorem, subspaces and related concepts, isomorphisms of vector spaces, standard bases for subspaces, matrices over an arbitrary field, systems of linear equations, linear transformations, linear transformations and matrices, change of basis, composition of linear transformations.

Text Book and References

1. Bhattacharya, Jain and Nagpal, *Basic Abstract Algebra* (Second Edition), Cambridge, 2009.
2. Joseph A. Gallian, *Contemporary Abstract Algebra* (Fourth Edition), Narosa Publishing House, New Delhi, 1999.
3. Jimmie Gilbert and Linda Gilbert, *Linear Algebra and Matrix Theory* (Second Edition), Brooks Cole, 2004.
4. David C. Lay, *Linear Algebra and its Applications* (Third Edition), Pearson Education Asia, Indian Reprint, 2007.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage



1	Class test	First week of February	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	Home assignment/Tut	Throughout the semester	15%
4	Presentation/ Viva	April/May	15%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- Instructional strategies: Classroom Lectures, Tutorials; there will be four lectures a week and one tutorial per week for each student in this course.
- Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom, Library, Computer Laboratory equipped for use by 25-30 students with spreadsheet programs, CAS etc.
- Expertise in AUD faculty or outside: AUD faculty.
- Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)


Note:

- Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its ^{5th} meeting held on 18/03/2015 and has been approved in the present form.

Signature of the Dean of the School


Ambédkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Analysis I
Course code	SUS1MA502
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2012-13
Course coordinator and team	Balchand Prajapati

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
Builds on the course MA501 (Introduction to Mathematical thinking.)
2. Specific requirements on the part of students who can be admitted to this course:
Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of Introduction to Mathematical Thinking (SUS1MA501)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester
5. How does the course link with the vision of AUD?
This course helps students develop their ability to think abstractly within the setting offered through calculus and analysis. Such skills would add to a students ability to analyse and solve problems even in real life.
6. How does the course link with the specific programme(s) where it is being offered?
This course forms a pre-requisite for other analysis courses on offer at the undergraduate level.
7. **Course Details:**
 - a. Summary: This is a first course on Analysis. This course will introduce basic understanding of Sequences, Limit and continuity, Differentiation and Integration.
 - b. Objectives: The aim of the course is to offer a gentle introduction to very basic concepts of Sequences, Limit and continuity, Differentiation and Integration and some applications of these.
 - c. Expected learning outcomes: After completing this course, students will be able to understand knowledge of Sequences, Limit and continuity, Differentiation and Integration.

- d. Overall structure (course, organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the four main modules as described below.

- **Sequences**

Review of limit theorems of sequences, order theorems, squeeze theorem, ratio theorem.

- **Limits and Continuity**

Review of definitions of functions and special terms: odd, even, one-one, onto, basic examples of functions and graphs: polynomials and rational functions, trigonometric functions, rate of change and limits, calculating limits using the limit laws, definition of a limit (ϵ - δ approach), algebra of limits, sequential characterisation of limit, one-sided limits and limits at infinity, infinite limits and vertical asymptotes, continuity (also using sequential characterisation of limit and continuity).

- **Differentiation and integration**

Tangents and derivatives, derivative as a function, differentiation rules, derivatives of trigonometric functions, chain rule and parametric equations, implicit differentiation, related rates, linearization and differentials, inverse functions and their derivatives, natural logarithms, exponential function, e defined as limit, derivatives of inverse trigonometric functions, derivatives of hyperbolic and inverse hyperbolic functions, extreme values of functions, mean value theorem, monotonic functions and the first derivative test, concavity and curve sketching, applied optimization problems, indeterminate forms and L'Hopital's rule, antiderivatives, estimating with finite sums, sigma notation and limits of finite sums, definite integral, fundamental theorem of calculus, substitution and area between curves, integration by parts.

Text Book and References

1. Bartle and Sherbert, *Introduction To Real Analysis* (Third Edition), John Wiley and Sons (Asia) Pte. Ltd., Singapore, 2002.
2. Salas, Hille and Etgen, *Calculus: One and several variables* (Tenth Edition), John Wiley and Sons, Inc., 2007.
3. Weir, Hass and Giordano, *Thomas' Calculus* (Eleventh Edition), Pearson, 2009.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	First week of February	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	Home assignment/Tut	Throughout the semester	15%
4	Presentation/ Viva	April/May	15%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional strategies: Classroom Lectures, Tutorials: there will be four lectures a week and one tutorial per week for each student in this course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom, Library, Computer Laboratory equipped for use by 25-30 students with spreadsheet programs, CAS etc.
- c. Expertise in AUD faculty or outside: AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{3rd}.....meeting held on.....^{13/03/2013}.....and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Analysis III
Course code	SUS1MA508
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2013-14
Course coordinator and team	Kranti Kumar, Mradul Veer Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Yes, Analysis I and Analysis II and also connects to the advanced Analysis elective.

2. Specific requirements on the part of students who can be admitted to this course:
 Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of SUS1MA505 (Analysis II)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester
5. How does the course link with the vision of AUD?

This course has been designed keeping in mind the students who have studied Analysis II. It aims to introduce students to Riemann integration theory, giving them a flavour of classical analysis. Functions of two or more variables are also studied as are sequences and series of functions.

6. How does the course link with the specific programme(s) where it is being offered?

This course is the final compulsory Analysis course for student of BA Mathematics Honours. This links along with other compulsory Analysis courses (I and II) and with the elective Advanced Analysis course offered in the BA Mathematics Honours programme.

7. **Course Details:**

- a. **Summary:** This is a third course on Analysis. This course will further deeper understanding of Riemann integration, sequences and series of functions, the concepts associated with functions of two and more variables.
- b. **Objectives:** This course has been designed keeping in mind the students who have already been exposed to Analysis II. A beginning to theory of integrable functions is made by introducing basics of Riemann Integration. A detailed study of sequences and series of functions along with lots of examples will be done. The various notions learnt

till now will be used for functions of two variables. This course will provide the students with the broad base required for advanced courses in Analysis.

- c. Expected learning outcomes: After completing this course, students will be able to understand basic theory of integrable functions via Riemann Integration. They will become familiar with the notion of function of two and more variables and associated concepts. This course will further strengthen their knowledge in sequences and series.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the three main modules as described below.

- Riemann Integration
Partitions, Upper and Lower Darboux sum, Riemann Integration and its properties, Fundamental theorem of calculus, mean value theorems of integration.
- Sequences and Series of Functions
Power series, point wise convergence and uniform convergence, properties of uniform convergence, Weirstrass M-Test for Sequences and Series, Differential and integration of power series, Abel's theorem, Weirstrass' Approximation theorem
- Functions of two variables
Function of two variables, Limit and continuity of functions of two variables, Partial Derivatives, tangent planes and linear approximations, chain rule, implicit differentiation, directional derivative, gradient, Maxima and minima of functions of two values, Lagrange's multipliers (only single constraints)

Text Book and References

1. Bartle and Sherbert, *Introduction to Real Analysis* (Third Edition), John Wiley and Sons (Asia) Pte. Ltd., Singapore, 2002.
2. Kenneth A Ross, *Elementary analysis: The theory of Calculus*, Springer, 2010.
3. James Stewart, *Essential Calculus: early transcendentals*, Thomson Brook/ Cole, 2007.
4. Weir, Hass and Giordano, *Thomas' Calculus* (Eleventh Edition), Pearson, 2009.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	End August	10%
2	Mid Semester Exam	End September/ early October	25%
3	Tut/ Home Assignments	Throughout the semester	15%
4	Presentation/ Viva	End October/ early November	15%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. **Pedagogy:**

- a. Instructional strategies: Classroom Lectures, Tutorials; there will be four lectures a week and one tutorial per week for each student in this course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom, Library
- c. Expertise in AUD faculty or outside: AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....
18/03/2015.....and has been approved in the present form.

[Handwritten Signature]

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honors Programme
Course title	LINEAR OPTIMISATION AND APPLICATIONS
Course code	SUS1MA511
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate level
Proposed date of launch	Winter Semester 2013-14
Course coordinator and team	Pranay Goswami

- Does the course connect to, build on or overlap with any other courses offered in AUD?
No.
- Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)
Pre-requisite for this course is mathematics at XII grade level.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
- Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Winter Semester
- How does the course link with the vision of AUD?
This is an application based course which should be of interest to students from different discipline majors. This course deals with methods of linear optimisation and its applications in solving many real-world problems
- How does the course link with the specific programme(s) where it is being offered?

1023

This course is a compulsory course offered for students of BA Mathematics Honours. This uses portions taught in algebra courses offered for the BA Mathematics Honours programme.

7. Course Details:

- a. **Summary:** The main modules of the course are Introduction to Linear Programming Problems, Theory of Simplex Method and Duality, Transportation problem, Assignment Problem, Game Theory and Lab using WINQSB
- b. **Objectives:** This course aims to introduce the use of linear optimisation methods and techniques for effective decision making. It involves mathematical model formulation and applications that are used in making decisions related to business.
- c. **Expected learning outcomes:** After completing this course, students will be able to understand the concepts of Linear Programming, Transportation problems, Assignment problems, Game Theory and its applications to real life problems.
- d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The following topics will be covered in the course under the main modules as described below.

- **Linear Programming**
Introduction to linear programming, Select applications of linear programming, Graphical methods
- **Convex sets -**
Convex sets, extreme points, hyper-planes and half-spaces, Basic feasible solution
- **Theory of Simplex**
Theory of simplex, Optimality and unboundedness, The simplex algorithm, Two-phase method, Big M method
- **Duality**
Duality, Primal dual relationship, Statements of duality theorems, Economic interpretation of duality
- **Transportation**
Mathematical model of transportation problem, The transportation algorithm, Methods for finding initial solution, MODI method for solution of transportation problems
- **Assignment Problems**
Mathematical model of Assignment problem, Hungarian method for solving assignment problems
- **Game Theory**
Two person zero sum games, pure and mixed strategies, Principle of dominance, Solution methods (Algebraic, graphical and linear programming)

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) Not Applicable

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....^{18/03/2015}.....and has been approved in the present form.


Signature of the Dean of the School

• Lab Sessions

Introduction to WINQSB for solving linear programming problems, transportation problems, assignment problems.

Text Book and References


1. Bazaran M S, Jarvis J J and Sherali H D, *Linear Programming and Network Flows*, 4th Edition, John Wiley and Sons, 2010.
2. Chang Y L and Desai K, *WinQSB Version 2.0*, John Wiley and Sons, 2003.
3. Hedley G, *Linear Programming*, Narosa Publishing Company, 2002.
4. Hillier, F. and Lieberman, G., *Introduction to Operations Research: Concepts And Cases* (9th Edition), Tata McGraw Hill Education Private Limited, 2010.
5. Sharma J K, *Operations Research: Theory and Applications*, 4th Edition, Macmillan Publishers India Ltd, 2009.
6. Taha, H A, *Operations Research: An Introduction*, (9th Edition), Pearson Education, 2010.
7. Vohra N D, *Quantitative Techniques In management*, 3rd edition, McGraw Hills Company, 2007.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	First week of February	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	LAB test	Throughout the semester	20%
4	Presentation/ Viva	End March/Early April	10%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional design: There will be four lectures a week and one tutorial (fortnightly) and two hours WIN QSB LAB (fortnightly) for this course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
Computer Laboratory equipped with Win QSB software for use by 30 students.
- c. Expertise in AUD faculty or outside: AUD Faculty


Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Mathematical Modelling
Course code	SUS1MA541
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2014-15
Course coordinator and team	Kranti Kumar, BalchandPrajapati

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 Yes, Probability and Statistics and Ordinary Differential Equations.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

 Pre-requisite for this course is Mathematics at the XII grade level and 4 credits of SUS1MA507 (Probability and Statistics) and 4 credits of SUS1MA510(Ordinary Differential Equations)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester
5. How does the course link with the vision of AUD?
 This course helps students to deal with real world problems and to model, simulate, analyse and solve them using concepts of Mathematics.
6. How does the course link with the specific programme(s) where it is being offered?

 This course is the elective course for student of BA Mathematics Honours. This links along with other courses Probability and Statistics and Ordinary Differential Equations offered in the BA Mathematics Honours programme.
7. **Course Details:**
 - a. **Summary:**This course deals with the concept of modelling and simulation of real world problems as well as techniques to analyse, solve and interpret the developed models using theory learnt in previous Mathematics courses.
 - b. **Objectives:**This course has been designed keeping in mind the students who have already been exposed to MA507 and MA510. The main objective of this course is to provide an introduction to modelling and simulation and how to model, solve and interpret real life problems using different Mathematical perspectives.

- c. Expected learning outcomes: After completing this course, students will be able to understand concept of modelling and simulation as well will be able to construct mathematical models of real world problems and solve them using mathematical techniques and with the help of Excel sheets.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the three main modules as described below.

- **Interacting Population Model and Phase Plane Analysis**
An epidemic model of influenza, Predator and Prey Model, Competing Species, Model of Battle, Phase Plane Analysis of Predator and Prey, epidemic and Battle Models.
- **Deterministic Dynamical Programming**
Two Puzzles, A network problem, shortest path, inventory problem, Resource Allocation problem, Knapsack problem, Formulating Dynamical programming problem
- **Simulation**
Basic Terminology, Discrete Event Simulation, Random number with Monte Carlo Simulation, Example of Monte – Carlo Simulation, Simulation for continuous random variables

Lab exercises (MS Excel)

- (1) Solving Knapsack problems
- (2) Solving inventory problems
- (3) Solving Resource allocation problems

Text Books and References:

1. Wayne. L. Winston, *Probability Models*, India Edition, Cengage Learning, reprint 2009, ISBN-13: 978-81-315-0901-2.
2. Belinda Barnes and Glenn Robert Fulford, *Mathematical modelling with Case Studies A Differential Equations Approach Using Maple and matlab*, Second Edition (Special Indian Edition), CRC Press Taylor and Francis, ISBN-13: 978-1-4200-8348-4.
3. Daniel P. Maki, Maynard Thompson, *Mathematical Modeling with Computer Simulation*, India Edition, Cengage Learning, 2011 ISBN-13: 978-81-315-1286-9.
4. J N Kapur, *Mathematical Modeling*, New Age Publishers, 2005, ISBN: 81-224-0006-X.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	Second/third week of February, 2018	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	Tut/Lab Assessment	Throughout the semester	20%
4	Presentation/ Viva	First/Second week of April, 2018	10%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional strategies: Classroom Lectures, Tutorials, Lab classes; there will be four lectures a week and one tutorial every fortnight for each student in this course. This will alternate with 2-hr lab classes every fortnight for each student.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom, Library, Computer Lab for 25-30 students equipped with Excel sheets.

c. Expertise in AUD faculty or outside: AUD faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)


Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....
on.....^{18/03/2015}.....and has been approved in the present form.


Signature of the Dean of the School


Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA (Honours) Programmes
Course title	Number Theory and Cryptography
Course code	SUS1MA515
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2013-2014
Course coordinator and team	RamneekKhassa and others

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

No

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

Pre-requisite for this course are Mathematics at the XII grade level.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): It is proposed that students are divided into sections with not more than 50 students in each section.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester

5. How does the course link with the vision of AUD?

The course in Number Theory and Cryptography is a beginner's course intended to enhance quantitative and analytical skills.

6. How does the course link with the specific programme(s) where it is being offered?

The course is useful for those students who are aiming to take up Mathematics as a career or wishing to pursue Cryptography. It is useful to the students who sit for various competitive exams. The students will be exposed to various applications of the topics theoretically as well as using technology.

7. Course Details:

- a. **Summary:**The present course on Number Theory and Cryptography has been designed to familiarize the students with basic concepts in Number Theory and Cryptography. The course has an added attraction of the compulsory lab component, where using Mathematica one can learn to handle finding primes, solving Diophantine equations and congruences that are essential for Cryptography. This helps students to work effectively and efficiently as the option of using Mathematica commands is time saving and gives accurate results.
- b. **Objectives:**The main objective of this course is to prepare students who either wish to pursue Mathematics as career or need to use it from application point of view. Cryptography and Crypto analysis is a field where even non-mathematicians who are familiar with Elementary Number theory have flourished and this course will easily feed in their needs to familiarize them with rudiments of Cryptography.
- c. **Expected learning outcomes:**After completing this course, students should be able to
- Use division algorithm.
 - Understand notion of congruences and solve them.
 - Identify primitive roots and their indices.
 - Have some knowledge about various cryptographic methods.
- d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The following topics will be covered in the course:

Division Algorithm, G.C.D., Euclidean algorithm, Linear Diophantine equations, Fundamental Theorem of arithmetic, Sieve of Eratosthenes, Goldbach conjecture and prime counting functions, linear congruences and Chinese remainder theorem, complete system of residues, reduced system of residues, binary and decimal representation of integers, Fermat's Little theorem and pseudo-primes, Wilson's Theorem. Fermat-Kraitchik factorization method.

Sum and number of divisors, definition and properties of Dirichlet Product, Mbius Inversion formula, greatest integer function, application to the calendar, Euler's Phi-function and its properties, Euler's theorem.

Primitive roots, theory of indices. Euler's criterion. Legendre Symbol and its properties, Quadratic reciprocity.

Elementary Cryptography: Elementary Cryptosystems, Hill Cryptosystem and RSA encryption and decryption.

Labs to be done from the following:

- Factorising integers
- Extended GCD Method
- The Sieve of Eratosthenes
- Primes in Arithmetic Progression
- Solving Diophantine Equations
- Finding Primitive roots
- Encoding Numerical Data
- Decoding Numerical Data

Text Book and References



1. George E Andrews, *Number Theory*, Hindustan Publishing House, Indian Edition.
2. David M Burton, *Elementary Number Theory (6th Edition)*, Tata McGraw-Hill Edition, Indian reprint, 2007.
3. Neville Robins, *Beginning Number Theory (2nd Edition)*, Narosa Publishing House Pvt. Ltd., 2007.
4. Klima Richard E, Sigmon Neal & Stitzinger Earnst, *Applications of Abstract Algebra with MAPLE (Kindle Edition)*, CRC Press, 1999.
5. Niven Ivan, Zuckerman Herbert S. & Montgomery Hugh L, *An introduction to the Theory of Numbers (5th Edition)*, Wiley, 1991.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	First week of February	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	Lab Assessments	Throughout the semester	15%
4	Presentation/ Viva	Early April	15%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional strategies: There will be four lectures a week and one tutorial (fortnightly) and two hours of LAB (fortnightly) using Mathematica for this course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):


Classroom, Library, Computer Laboratory equipped for use by 25-30 students (with Mathematica).

- c. Expertise in AUD faculty or outside : AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) : N.A.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

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2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
 3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....^{18/03/2015}.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honors Programme
Course title	Partial Differential Equations
Course code	SUS1MA542
Credits	4 Credits
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	Undergraduate level
Proposed date of launch	Winter Semester 2015-16
Course coordinator and team	Mradul Veer Singh and others

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes, Ordinary Differential Equations.
2. Specific requirements on the part of students who can be admitted to this course:
(Pre requisites; prior knowledge level; any others – please specify)
Prerequisite for this course is Ordinary Differential Equations (SUS1MA510)
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify) Winter Semester
5. How does the course link with the vision of AUD?
Partial Differential Equations are widely used by academics (Mathematicians and others) as well as researchers, professionals; not only related to mathematics but also in different areas of science and technology.
6. How does the course link with the specific programme(s) where it is being offered?
This course is the elective course for student of BA Mathematics Honours. This links along with Ordinary Differential Equations offered in the BA Mathematics Honours programme.
7. Course Details:

- a. **Summary:** The main modules of the course are described below:

Introduction to Partial Differential equations

Classification of Second-Order Linear Equations

The Cauchy Problem and Wave Equations

Method of Separation of Variables

Lab work using MATHEMATICA

- b. **Objectives**

The course on Partial Differential Equations has been designed to introduce to formulate, classify, interpret and solve first and second order PDE's. The students will be exposed to various applications of these topics in real world related problems such as heat conduction, vibrating string and wave equations. The course has an added attraction of the compulsory lab component where using MATHEMATICA, one can plot the graphs of the solutions of the partial differential equations. This helps students to visualize the geometry behind the solution of a particular type of partial differential equation.

- c. **Expected learning outcomes:** After completing this course, students will be able to understand the concepts of Partial differential equations and their solutions with real world applications.
- d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

Introduction to Partial Differential equations

Introduction, Classification of First-Order Equations, Construction of First-Order Equation, Geometrical Interpretation of PDE's, Method of Characteristics.

Classification of Second-Order Linear Equations

Second-Order Equations in Two Independent Variables, Canonical Forms, Transformation of Heat and Wave Equations in Polar, Spherical and Cylindrical Form, Fourier series.

The Cauchy Problem and Wave Equations

The Cauchy Problem, Homogeneous Wave Equations, Initial Boundary-Value Problems, Vibration of Finite String with Fixed Ends, Non-homogeneous Wave Equations, Riemann Method

Method of Separation of Variables

Separation of variables, The Vibrating String Problem, Existence and Uniqueness of Solution of the Vibrating String Problem. The Heat Conduction Problem. Existence and Uniqueness of Solution of the Heat Conduction Problem.

Lab work using MATHEMATICA

Plotting of the integral surfaces of the first order PDE's with initial data
 Plotting the solution of wave equation at various instants.
 Plotting of the reflection of wave
 Plotting of the solution of the diffusion equation

Text Books and References:

- (1) TynMyint-U and LokenathDebnath, *Linear Partial Differential Equations for Scientists and Engineers*, 4th edition, Springer. Indian reprint, 2006.
- (2) Martha I. Abell, James P Braselton, *Differential equations with MATHEMATICA*, 3rd Edition, Elsevier Academic Press, 2004.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	Second/third week of February, 2019	10%
2	Mid Semester Exam	as per AUD academic calendar	25%
3	Lab Work / assessments	Throughout the semester	20%
4	Presentation/ Viva.	First/Second week of April, 2019	10%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional design: There will be four lectures a week and one tutorial per week and two hours MATHEMATICA Lab (fortnightly) for this course.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
 Computer Laboratory equipped with MATHEMATICA software for use by 25 students.
- c. Expertise in AUD faculty or outside: AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)Not Applicable

Signature of Course Coordinator(s)

Note:

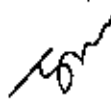
- 1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee

(SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....18/03/2015.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Honours Programme
Course title	Probability and Statistics
Course code	SUS1MA507
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2012-13
Course coordinator and team	Kranti Kumar and others

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
No.
2. Specific requirements on the part of students who can be admitted to this course:
(Pre-requisites: prior knowledge level; any others – please specify)

Pre-requisite for this course is Mathematics at the XII grade level.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter Semester
5. How does the course link with the vision of AUD?
Statistics being one of the most application oriented course, the course on Probability and Statistics is designed not only to cater to the needs of Mathematics majors but that of students from other courses like Economics, Psychology and Sociology.
6. How does the course link with the specific programme(s) where it is being offered?

This course is the core course for student of BA Mathematics Honours. This links along with other courses like Mathematical Modelling offered in the BA Mathematics Honours programme.
7. **Course Details:**
 - a. **Summary:** This course introduces students to foundations of probability and statistics. After learning foundational concepts random variables, sampling distributions, hypothesis testing, regression and correlation are discussed in detail. Data analysis based on distributions as well as statistical tests is performed using Excel spread sheets.
 - b. **Objectives:**
The aim of the course is to introduce students to foundations of probability and statistics. The course begins with familiar concepts of classical probability (XII grade level) and then moves on to an axiomatic setting. The emphasis while studying probability as well as random variables will be to do just enough theory to be able to understand

connections with real life problems. The distributions will also form a basis for setting up the statistical tests. Sampling, sampling distribution, large sample tests and exact sample tests will be studied. There will be about 12-16 hours of Lab Work using spreadsheet programmes for performing data analysis based on distributions as well as statistical tests.

- c. Expected learning outcomes: After completing this course, students will be able to understand concept of probability, random variables, sampling distributions, hypothesis testing, regression and correlation and do the data analysis based on distributions as well as statistical tests using Excel spread sheets.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The following topics will be covered in the course under the four main modules as described below:

- **Basic Probability**
Sample space and events, axioms of probability, some simple propositions, sample spaces having equally likely outcomes, conditional probabilities, Bayes' Formula, independent events
- **Random Variables**
Random variables, discrete random variables, expected value, expectation of a function of a random variable, variance, Bernoulli and binomial random variables, Poisson random variable, geometric random variable, expectation and variance of continuous random variables, uniform random variable, normal random variables, exponential random variables, limit theorems: introduction, Chebyshev's inequality and the Weak Law of Large Numbers, central limit theorem, Strong Law of Large Numbers
- **Sampling Distributions and Hypothesis Testing**
Distribution of the mean, distribution of the mean: Finite Populations, Chi-Square distribution, t distribution, F distribution, unbiased estimators, consistency, brief discussion on efficiency, sufficiency and robustness, estimation of means, estimation of differences between means, estimation of proportions, estimation of differences between proportions, estimation of variances, estimation of the ratio of two variances, testing a statistical hypothesis, tests concerning means, tests concerning differences between means, tests concerning variances, tests concerning proportions, goodness of fit
- **Regression and Correlation**
Brief introduction to bivariate distribution, joint probability distribution function, joint distribution function, joint probability density function, marginal density functions, joint marginal distribution functions, conditional distribution, conditional density, independence, conditional expectations, linear Regression, method of least squares

Labs to be done from the following:

1. Coin toss exploration, spinner exploration, two dice table exploration, coin toss simulation
2. Finding expectation and variance in excel
3. Fitting binomial distribution
4. Comparing binomial and Poisson distribution for large n

5. Labs on continuous random variables(uniform, exponential and normal distribution)
6. Finding confidence intervals
7. Applying hypothesis testing
8. Finding line of best fit

Text Books and References:

1. Sheldon Ross. *A First Course in Probability*, Academic Books, 2002.
2. Irwin Miller and Marylees Miller. *Mathematical Statistics with Applications*, 7th Edition, Pearson.
3. Larsen and Farber, *Elementary Statistics*, 4th or 5th Edition, Prentice Hall Inc, 2011.
4. Grimmet and Welsh, *Probability: An Introduction*, Oxford Science Publication, 1986.

Tentative Assessment schedule with details of weightage:

S.No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class test	Second/third week of February, 2018	10%
2	Mid Semester Exam	As per AUD Academic Calendar	25%
3	Tut/Lab Assessment	Throughout the semester	15%
4	Presentation/ Viva	First/Second week of April, 2018	15%
5	End Semester Exam	As per AUD Academic Calendar	35%

8. Pedagogy:

- a. Instructional strategies: Classroom Lectures, Tutorials, Lab classes; there will be four lectures a week and one tutorial every fortnight for each student in this course. This will alternate with 2-hr lab classes every fortnight for each student.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom, Library. Computer Lab for 25-30 students equipped with Excel sheets.

- c. Expertise in AUD faculty or outside: AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....18/03/2015.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

Appendix-24

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Modern Short Fiction and Novellas
Course code	SUS1EN258
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective_____
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Launched in Monsoon Semester 2013
Course coordinator and team	Diamond Oberoi Vahali

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 If it links with any courses taught in the SUS or builds up to courses taught at Masters

The course builds up to two English Master's level courses entitled: "Short Story" offered by Dr Bhoomika Meiling and "Analysing Fiction: The Human Condition" offered by Diamond Oberoi Vahali.

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)

Deep interest in fiction and the ability to analyse it would serve as a pre-requisite.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

5. How does the course link with the vision of AUD?

Keeping in mind the vision of AUD to develop critical insights and perspectives, this course explores the inner life of characters and focuses on what lies beneath the apparent-reality. In this respect this course offers insights into human existence and reality.

6. How does the course link with the specific programme(s) where it is being offered?

The BA English courses are designed to familiarize students with major genres of literature in English such as epic, drama, poetry, novel, novella, short story, non-fiction, song, lyric and film. This course will introduce students to various sub-genres in fiction. It will help students develop insights into fiction as a significant narrative mode. It will also introduce students to various narrative tools and forms.

7. Course Details: All headings to be filled

- a. Summary: This course looks at short fiction as a specific category in literature with its own peculiar characteristics. While the course will delve into the various themes of the stories and novellas listed below, it will also closely study the form as well as the various literary devices and styles employed by the writers. While analysing the stories, each story will be contextualized in its time, history and locale and in some cases, in the biographical and psychic trajectory of the author.

The selection of stories offers a wide range of themes as well as forms. The themes of the course will range across love, passion, desire, struggle, survival, poverty, exploitation, partition of the Indian sub-continent, racism, hatred, capitalism, consumerism and its impact on the psyche of little children, the struggle of women against patriarchy, inhumanity, callousness, alienation, nostalgia and the longing for one's homeland.

The stories are selected keeping in mind the need to broaden the perspective of the students. For this purpose, each story belongs to a different sub-genre and represents different modes of writing. As the writers belong to different countries, hence the course almost serves as a window to the literature of various continents.

- b. Objectives: The course proposes to undertake a detailed analysis of the stories. The purpose of the course is to help students develop a comprehensive understanding of short fiction as a distinct genre in literature with its own specific forms of perceiving and registering reality in all its varied manifestations. Keeping this in mind several critical terms related to fiction will be introduced and a few selected theoretical pieces related to aspects of fiction will also be included.

- c. Expected learning outcomes: Students will learn the various modes related to analysing fiction and will be exposed to a wide range of themes and forms of short fiction.

- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will be divided into three modules. The first module will serve as an introductory module. It will introduce the students to the specific genre of short fiction and novellas. It will also introduce the students to principles of narratology and to various tools related to analysing fiction. The second module will undertake an in-depth analysis of the listed stories. The third module will focus on the novellas included in the course.

Brief description of modules/ Main modules:

Module 1: Principles of Narratology: Short Fiction

The first module will introduce the specific form of short fiction. It will begin with a brief overview of the emergence of short stories. Further it will introduce students to the principles of Narratology. The module will offer an introduction to literary terms related to fiction such as Irony, Satire, Plot, Character, Tone, Atmosphere, Mood, Setting, Context, Time, Narration, Point of View, Structure, Form and a few critical theories and approaches related to understanding fiction.

Module 2: The Short Story

This module will demonstrate the various aspects of short fiction through an in-depth analysis of the stories listed below. The selection of stories, represent: Indian, Chinese, Japanese, Russian, French, British, American, African American, African, Australian, and Canadian literatures. The selected stories represent a few specific forms of fiction; such as fables, detective fiction, satire, fantasy, epistolary writing, the diary form, confessional narratives, partition narratives, political allegories, protest narratives, science fiction, among several forms of short fiction. The course instructor will undertake a detailed analysis of most of the stories listed below; however, the remaining stories will be discussed through student presentations.

Gogol, Nikolai. "The Overcoat". 1842. Web. 13 Apr. 2015.
<http://www.stjohnshigh.org/s/804/images/editor_documents/smith/gogol_the_overcoat.pdf>

Poe, Edgar Allan. "The Purloined Letter". 1845. Web. 13 Apr. 2015.
<<http://www.thebrainthatsings.com/edgar/edgar-allan-poe-the-purloined-letter-english.pdf>>

Maupassant. "Forgiveness". 1882. Web. 13 Apr. 2015.
<<http://www.gutenberg.org/files/3081/3081-h/3081-h.htm>>

Chekhov, Anton. "Grief". 1885. Web. 13 Apr. 2015.
<<http://classicalit.about.com/library/bl-etexts/achekhov/bl-achek-misery.htm>>

Gilman, Charlotte Perkins. 1892. "The Yellow Wallpaper". *The Yellow Wallpaper and Other Writings*. New York: Bantam Dell/ Random House, Inc.. 2006.

Henry, O. "The Gift of the Magi" 1905. Web. 16 Apr. 2015.
<https://americanenglish.state.gov/files/ac/resource_files/1-the_gift_of_the_magi_0.pdf>

Tagore, Rabindranath. "A Wife's Letter". 1914. *Once upon a time...* (Eds.) Charu Sharma and Diamond Oberoi Vahali, New Delhi: Foundation Books. 2003.

Lu Xun. "A Madman's Diary". 1918. Web. 17 Apr. 2015.
<<https://www.google.co.in/search?client=psy-ab&hl=en>>

IN&ei=lpYbW5LiJMzejwI29lf4AQ&q=lu+xun+diary+of+a+madman+pdf&oq=lu+xun+diary+of+a+madman+pdf&gs_l=psy-ab..3..0j0i22i30kl.5190.6588.0.7455.4.4.0.0.0.275.930.0j1j3.4.0....0...lc.l.64.psy-ab..0.4.925....0.VSufDTQwmTkww>

Kafka, Franz. "In the Penal Colony". 1919. Web. 13 Apr. 2015.
<<http://www.cwrl.utexas.edu/~davis/crs/e321/Kafka-PenalColony.pdf>>

Lawrence, D. H. "The Rocking Horse Winner". 1926. *Once upon a time...* (Eds.) Charu Sharma and Diamond Oberoi Vahali. New Delhi: Foundation Books, 2003.

Premchand "Kafan". 1936. *Premchand: The Complete Short Stories: Vol. 1* (Ed.) M. Asaduddin, New Delhi: Penguin Books, 2018.

Bradbury, Ray. "The Fog Horn". 1951. Web. 13 Apr. 2015
<http://www.grammarpunk.com/li/gp/THE_FOG_HORN.pdf>

Manto, "Toba Tek Singh." 1955. *Stories About the Partition of India*. (Ed.) Alok Bhalla. Delhi: HarperCollins, 1999.

Chugtai, Ismat. "Choti Ka Jora". *The Inner Courtyard: Stories by Indian Women*. (Ed.) Lakshmi Holmstorm. London: Virago, 1990.

Clarke, Arthur, C. "The Star". 1955. *The Nine Billion Names of God: The Best Short Stories of Arthur C. Clarke*. 1967; rpt. NY: Signet/NAL, 1974: 235-240.

Patrick White, "The Letters". *The Burnt Ones*. Australia: Penguin, 1974.

Head, Bessie. "Heaven is not Closed". *The Collector of Treasures and Other Botswana Village Tales*. 1977. London: Heinemann, 1982.

Devi, Mahasweta. "The Breast Giver". *Breast Stories: Behind the Bodice; Draupadi, Breast Giver*. Trans. Gayatri Chakravorty Spivak. Calcutta: Seagull, 1997.

Walker, Alice. "The Abortion". 1980. Web. 13 Apr. 2015. <https://www.google.co.in/webhp?sourceid=chrome-instant&rlz=1C1CHWA_enIN604IN604&ion=1&espy=2&ie=UTF-8#q=Alice+Walker+%E2%80%9CThe+Abortion%E2%80%9D+pdf>

Atwood, Margaret. "The Female Body." *Good Bones and Simple Murders*. New York: Nan A. Talese, Doubleday, 1994.

Ishiguro, Kazuo. "Nocturne". *Nocturnes: Five Stories of Music and Nightfall*. United Kingdom: Faber and Faber, 2009.

This module will introduce the form of a novella as distinct from a short story. The novella is a complex and a more elaborate form of fiction as it can involve more than a single plot line and several complex narrative devices. This module will deal with three significant novellas. The module will undertake an in depth analysis of the novellas listed below: The three novellas introduced in this module represent literatures from Russia, America and Latin America.

Dostoyevsky, Fyodor. "White Nights". 1848. Web. 13 Apr. 2015.
<<http://www.gutenberg.org/files/36034/36034-h/36034-h.htm>>

Hemingway, Ernest. *The Old Man and the Sea*. New York: Scribner Paperback Fiction, 1995.

Marquez, Gabriel Garcia. *No One Writes to the Colonel*. 1968. India: Penguin Books. 1996.

References:

Baldick, Chris. *Oxford Concise Dictionary of Literary Terms*. New York: Oxford University Press, 2001.

Booth, Wayne. *The Rhetoric of Fiction*. Chicago: University of Chicago Press, 1961.

Cuddon, J.A. *A Dictionary of Literary Terms and Literary Theory* (Fourth Edition). Maye Blackwell: Doaba House, 1998.

Foster, E.M. *Aspects of the Novel*. New York: Harcourt, 1954.

Gurerin, Labor, Morgan, Reesman, Willingham. *A Handbook of Critical Approaches to Literature* (Fourth Edition). New York: Oxford University Press, 1999.

Harvey, W. J. "Character and the Human Context". *Character and the Novel* New York: Cornell University Press, 1968.

Harvey, W. J. "Character and the Context of things". *Character and the Novel*. New York: Cornell University Press, 1968.

Lodge, David (Ed). *Twentieth Century Literary Criticism*. London: Longman, 1972.

Murfin, Ross and Ray. M. Supriya. *The Bedford Glossary of Critical and Literary Terms*. Boston: Bedford Books, 1998.

Mark Scholes, "Technique as Discovery." *Hudson Review* 1.1 (1948): 67-87.

Shroder Maurice Z, "The Novel as a Genre" *The Massachusetts Review*. Vol. 4, No. 2 (Winter, 1963), pp. 291-308.

Wimsatt, W K, Jr. and Cleanth Brooks. *Literary Criticism: A Short History*, New York: Alfred A Knopf, 1957.

Further Ian Watt's "Two Tone Fiction", Frank Kermode's "Major statements", Crane's, "Concept of Plot" and selections from David Lodge's, *The Language of Fiction* and Percy Lubbock, *Craft of Fiction* may also be referred to.

Assessment structure (modes and frequency of assessments):

S: No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Participation	Throughout the semester	20%
2.	Assignment	Early September	20%
3.	Class Presentation	End October	20%
4.	End-semester Exam	As per AUD academic calendar	40%

e. Instructional strategies: How it is taught?

The introductory lectures related to the aspects of fiction will be transacted through a number of power point presentations by the instructor. This will be followed by a close reading of the stories and will undertake a detailed analysis of the form and themes of the concerned stories. Students will be encouraged to offer their perspectives and the course instructor will encourage an engaged pedagogy, taking into consideration the view points of the course participants.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

A classroom with a good audio/video system required.

g. Expertise in AUD faculty or outside: Dr Boomika Meiling, most of the faculty at the School of Letters and the Literary Art faculty in the School of Culture and Creative Expressions.

h. Linkages with external agencies (c.g., with field-based organizations, hospital; any others)

Diamond Oberoi Vahali

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....and has been approved in the present form.

25/04/2015



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Shakespeare
Course code	SUS1EN236
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	_____ Elective _____
Level (Pre-doctoral/MA/PG Diploma /Certificate/ UG)	UG
Proposed date of launch	Monsoon Semester 2013
Course coordinator and team	SayandeB Chowdhury SonalI Dutta Roy

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

Yes, the module on Drama in the course "Introduction to Cultural and Literary Forms" includes a comedy by Shakespeare. In addition, a course titled "Literatures of the Renaissance" has also been offered in the preceding year that covers the socio-political history of the Renaissance age and the literary trends of the time. All other courses both at UG and PG level deal mainly with Modern European and Postcolonial Drama. This course is focussed on Shakespearean drama as the representative example of the genre in early modern England and hence a good introduction to a study of drama in the later ages.

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify):

Interest in and awareness of English literature and some familiarity with the life and times of Shakespeare. The different topics covered in Module I also provide the necessary context to the study of the plays even for students who may not have a prior knowledge of Shakespeare's works.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long

5. How does the course link with the vision of AUD?

The choice of Shakespeare might seem to be inconsistent with AUD's vision of dismantling hierarchies. Shakespeare is among the most canonical of English writers. Yet the course does not explore the dramatist from a conventional, adulatory perspective. The attempt to locate him within his own historical moment necessarily involves looking at not just his achievements but also his limitations. Contemporary postcolonial studies of Shakespeare have revealed the inherent gender, class and racist biases of the dramatist. So the course does dismantle hierarchies by examining a canonized writer from new and radical perspectives and in this sense fits into AUD's overall vision.

6. How does the course link with the specific programme(s) where it is being offered?

The BA English Programme at AUD does not conform to existing Literary Studies programmes in many Indian universities. Unlike a chronological, period wise study of any one literature, the programme is structured around fields of study like authors, genres, marginalized literatures, alternative forms of creative expressions like cinema, graphic arts, etc. The study of Shakespeare's plays is important for any student of both European and non-European drama because many later dramatists have built upon, appropriated, subverted and adapted both his plays and dramatic forms. The course will also enable the student to look at the dramatist within his own historical moment in order to understand the complexities and prejudices that exist in the margins of his plays.

7. Course Details: All headings to be filled

- a. Summary: This course will familiarize students with the political and cultural context in which Shakespeare wrote. It will explore the subtle ways in which his representative plays engage with not just the dominant beliefs but also the anxieties and fears of his age. The course will also look at the reception of Shakespearean drama through the subsequent ages including late twentieth and early twenty first centuries both through critical literature and to a limited extent through the adaptations.
- b. Objectives: William Shakespeare's plays are seemingly an inexhaustible resource for students of English. Shakespeare's plays have managed to retain a certain cultural

piquancy and potency even when studies of English literature have gone through a thorough self-critique and a resultant evolution. In fact the works of the English bard has only become more and more contemporary as traditional reception of his works have given way to variety of positions and perceptions of his texts and a fascinating array of adaptations into musicals, experimental performances and films into languages far removed from the original. Many Shakespearean plays are hence of incessant and ever unfolding relevance to every new generation of students and readers. Through a close study of three of his plays, this course will look into the contemporary debates that inform Shakespearean studies and understand why and how he still manages to remain the most performed playwright in the history of literature.

c. **Expected learning outcomes:** The outcomes will be as follows:

- i. Develop critical thinking and writing skills
- ii. Analysing primary texts
- iii. Synthesising ideas discussed in class with reading of texts
- iv. Acquiring a close familiarity with a few representative Shakespearean plays and their reception in his own times and later.

d. **Overall structure** (course organisation, rationale of organisation; outline of each module):

This course will look at three of Shakespeare's peerless works: *Othello*, *As You Like It* and *The Merchant of Venice* (a tragedy, a historical-tragedy and a problem-comedy) to get an idea into the work of his genius and the plethora of readings that they have triggered into notions of the state and the public, ambition, treachery and guilt, the politics and performance of the throne and the difficulty of inheritance, English trade practices, the trappings of law and barter and the many facets and types of unions across gender and sexuality in early Modern England. Through a close reading of the text and articles pertaining to them and generally to Shakespeare's time and conditions, the course hopes to give students an idea about not just his art and legacy but also how, in spite of being invested in possibly every debate in his time, Shakespeare still manages to overcome the reductive logic of time and place and become relevant in time and cultures far removed from his. The course will look a few samples of adaptations of new performances and films based on the three works to get deeper into the issues his plays raise and beyond.

The course is divided into five short modules. Three texts will be taken up for detailed study in class. Other plays of Shakespeare will be discussed during class lectures.

Module 1

Development of drama from Medieval to Renaissance age

Introduction to Shakespeare's life and times and the ensuing debates in Early Modern England

Different concerns of the age and their representation in theatre

Renaissance self-fashioning

Module 2

Othello

Module 3

As You Like It

Module 4

The Merchant of Venice

Module 5

Shakespeare in our time

Othello, (film) dir. Orson Welles

References:

- E.A.J. Honigmann ed. *Othello by William Shakespeare*, Arden edition (A&C Black, 1997)
- John Wain edited. *Shakespeare, Othello, A Casebook* (Macmillan, 1971)
- Drakakis John (ed), *The Merchant of Venice* (Arden Shakespeare Third Series). London: Bloomsbury, 2011. Print
- Mahon JW & Ellen Mahon(ed), *The Merchant of Venice: New Critical Essays*. London: Routledge, 2002. Print.
- Daniel David(ed), *Julius Caesar* (Arden Shakespeare Third Series). London: Bloomsbury, 1998. Print
- Zander Horst(ed), *Julius Caesar; New Critical Essays*. London: Routledge, 2004. Print.
- Smith Emma(ed), *Shakespeare's Tragedies*. London: Wiley-Blackwell, 2003, Print.
- Ania Loomba, *Shakespeare, Race, and Colonialism*. OUP, 2002
- Marianne Novy, *Shakespeare and Feminist Theory*. U.K., Arden Shakespeare Series, 2017
- Heims Neil(ed), *Harold Bloom's Shakespeare Through Ages: The Merchant of Venice*. London: Chelsea House, 2007. Print.
- Loos Pamela(ed), *Harold Bloom's Shakespeare Through Ages, Julius Caesar*. London: Chelsea House, 2007. Print.
- Neil Heims(ed), *Harold Bloom's Shakespeare Through Ages, Othello*. London: Chelsea House Publishers, 2008. Print.

De Grazia Margareta & Stanley Wells(ed), *The New Cambridge Companion to Shakespeare*.
Cambridge: Cambridge University Press, 2010. Print

Tentative Assessment schedule with details of weightage:

S. No	Assessment	Date/period in which Assessment will take place	Weightage
1	Class Test	Second week February	20%
3	Mid Semester Exam	As per AUD Academic Calendar	30%
4	End Semester Exam	As per AUD Academic Calendar	30%
5	Class participation	Throughout the semester	20%

e. Instructional strategies: How it is taught?

Although the lecture method will be mainly used for teaching, students would be expected to participate in class discussions. 20% of the total assessment has been set aside for this.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with a good audio/video system required. Some film adaptations of the plays will be screened during classroom discussion.

g. Expertise in AUD faculty or outside:

h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)


Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....and has been approved in the present form.

25/04/2015


Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Post - Colonial Literatures
Course code	SUS1EN239
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Launched in Winter 2012
Course coordinator and team	Vikram Singh Thakur

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

Yes, it does lead to a course on Postcolonial Theory taught in MA English programme. However, the MA course is pitched at a much advanced stage and is more theoretical in nature.

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long

5. How does the course link with the vision of AUD?

The course has been designed keeping in mind AUD's vision of dismantling hierarchies in all forms. The course tries to dismantle hierarchies that exist in many Literary Studies programmes where English literary studies are still taken to be the British literary studies. By engaging students with literatures produced by various postcolonial societies the course tries to question the canon and bring literature from the margins of Literary Studies to the centre.

6. How does the course link with the specific programme(s) where it is being offered?

The BA English Programme attempts to question the already existing Literary Studies programmes as practiced in many, if not all, Indian universities. The course thoroughly follows the vision of the Programme. As citizens of an erstwhile colony, it is important that the postcolonial subjects gain an understanding of the colonialism and imperialism as it affected not just their immediate surroundings but in fact almost all the world. It is significant that they gain insights into different kinds of colonialisms as practiced by various European powers. This understanding will equip them to look at a literary text through a post-colonial lens. Such a course, at the undergraduate level, will introduce the students into questioning the traditionally received knowledge about the canonical texts of English literature and enable them to appreciate literary texts that have not yet been canonized.

7. Course Details: All headings to be filled

a. Summary: The course introduces students to various literatures being written in postcolonial societies. These literatures reflect issues that are of immediate relevance to readers from postcolonial societies. By the end of the course the students will have gathered knowledge about such crucial issues like language, diaspora, culture, identity, history and nation that engage postcolonial studies today. The course will explore the aforementioned concerns through theoretical, literary and cultural texts drawn from various postcolonial geographies like Africa, India, South America, et al. The course is divided into four modules

b. Objectives: The objectives of the course are as follows:

- i. to introduce students to Postcolonial Literatures, an area of Literary Studies that they may not be familiar with.
- ii. to introduce them to the scope of this area of study
- iii. to develop an understanding of European colonialism and its impact on the world especially in terms of literature
- iv. to enable them to engage with texts critically and theoretically

c. Expected learning outcomes: The outcomes will be as follows:

- i. Develop critical thinking and writing skills
- ii. Analysing primary texts
- iii. Synthesising ideas discussed in class with their reading of texts
- iv. Knowledge of literatures other than those written by British and American English writers

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is divided into four modules:

Module 1| INTRODUCTION: ISSUES AND DEBATES

As the title suggests this module introduces students to Postcolonial Studies an area which they may be unfamiliar with. It is important for students to understand the nature and reasons for the rise of this field of knowledge. While it problematizes the nature of English literary studies in postcolonial societies it also introduces them to various debates and issues in this area of literary study like language, identity, representation, decolonisation, literary studies, et al. The module will prepare the theoretical framework for the modules to follow.

Rushdie, Salman. "Commonwealth Literature Does Not Exist". *Imaginary Homelands*.

Essays and Criticism 1981-91. London: Granta Books, 1991.

Macaulay, T. B. "Minute on Indian Education". *Selected Writings*. Eds. J. Clive and T.

Pinney. Chicago: University of Chicago Press, 1972 (1835).

Viswanathan, Gauri. "The Beginnings of English Literary Studies in India". *Oxford Literary*

Review 9 (1987).

Ngugi wa Thiong'o. "The Language of African Literature". *Decolonising the Mind: The*

Politics of Language in African Literature. London: James Currey, 1981.

Achebe, Chinua, "The Politics of Language". *The Post-Colonial Studies Reader*. 2nd Edition.

Eds. Bill Ashcroft et al. London and NY: Routledge, 2006.

Said, Edward. "Orientalism". *The Post-Colonial Studies Reader*. 2nd Edition. Eds. Bill

Ashcroft et al. London and NY: Routledge, 2006.

Gandhi, MK. *Hind Swaraj and Other Writings*. Ed. Anthony J Parel. Cambridge: CUP,

(1997) 2003.

Shinde, Gauri. Dir. *English Vinglish* (2012).

Module 2|POSTCOLONIAL DRAMA

This module introduces students to the literary genre called drama in postcolonial societies. Drama has helped raise issues that have been significant for postcolonial societies. Issues like postcolonial subjectivity, decolonisation, use of indigenous myths, histories and cultures are some of these which this module will engage students with. Two texts will be taken up for detailed discussions in class.

Soyinka, Wole. "The Lion and the Jewel". *Collected Plays II*. Oxford: Oxford UP, 1974.

Karnad, Girish. "Hayavadana". *Three Plays*. Delhi: Oxford University Press, 1994.

Aidoo, Am Ata. "Anowa". *Postcolonial Plays: An Anthology*. Ed. Helen Gilbert.

Oxon: Routledge, 2001.

Walcott, Derek. "Pantomime". *Postcolonial Plays: An Anthology*. Ed. Helen Gilbert. Oxon: Routledge, 2001.

Module 3|POSTCOLONIAL FICTION

This module will engage students with postcolonial fiction. However, before venturing into this it is important for students to understand the problems with the fiction written during the colonial period especially by the colonial writers about the colonised peoples. The module thus problematizes the issue of representation among various others in the colonial fiction. Only after sufficiently theorising on this aspect students move to postcolonial fiction and various issues it raises like identity and subjectivity. Two to three texts will be taken up for detailed discussions in class.

Conrad, Joseph. *Heart of Darkness*. Collins Classic, 2010.

Achebe, Chinua. *Things Fall Apart*. Penguin Classics, 2001 (1958).

Naipaul, V S. *A House for Mr. Biswas*. Picador, 2012.

Márquez, Gabriel García. "A Very Old Man with Enormous Wings". *Leaf Storm and Other Stories*, Trans. Gregory Rabassa. Harper & Row, 1972.

_____. "The Handsomest Drowned Man in the World: A Tale for Children." *Leaf Storm and Other Stories*, Trans. Gregory Rabassa. Harper & Row, 1972.

Module 4|POSTCOLONIAL POETRY

This module will introduce students to the poetic genre in postcolonial societies. Through a selection of poems by poets like Walcott, Neruda, Parthasarthy and Bennet the module will explore the question of colonialism, postcolonialism, diaspora, identity and appropriation of language in postcolonial societies.

Walcott, Derek. "A Far Cry from Africa", "Goats and Monkeys". *Neruda, Walcott and Atwood: Poets of the Americas*. Ed. Ajanta Dutt. Delhi: Worldview, 2001.

Neruda, Pablo. "The Way Spain Was", "Discoverers of Chile". *Neruda, Walcott and Atwood: Poets of the Americas*. Ed. Ajanta Dutt. Delhi: Worldview, 2001.

Parthasarathy, R. "Exile", "Trial", "Homecoming". *Rough Passage*. New Delhi: OUP, 1977.

Bennet, Louise. "Colonization in Reverse".

<http://www.thenewblackmagazine.com/view.aspx?index=1377>.

Suggested Readings:

Ashcroft, Bill, et al. Ed. "Cutting the Ground: Critical Models of Post-Colonial Literatures."

The Empire Writes Back Theory and Practice in Post-colonial Literatures London: Routledge, 1989.

Joshi, Svati. "Rethinking English: Introduction", *Rethinking English: Essays in Literature, Language, History*. New Delhi: Trianka, 1991.

Loomba, Ania. *Colonialism/Postcolonialism*. London: Routledge, 1998.

Thiong'o, Ngugiwa. *Decolonising the Mind*. London: James Currey, 1981.

Walder, Dennis. *Post-colonial Literatures in English. History, Language, Theory*. Oxford: Blackwell Publishers, 1998.

Young, Robert J C. *Postcolonialism: A Very Short Introduction*. Oxford & NY: OUP, 2003.

Mongia, Padmini. Ed. *Contemporary Postcolonial Theory: A Reader*. New Delhi OUP, (1997) 2010.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Participation	Throughout the semester	10%
2.	Mid-semester Exam	Mid-February	30%
3.	Home Assignment	Mid-March	20%
4.	End-semester Exam	As per AUD academic calendar	40%

c. Instructional strategies: How it is taught?

Although lecture method will be used for teaching the course students would be expected to participate academic discussions in class which will be graded as 10% of their assessment.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): A classroom with a good audio/video system required. To set the backdrop of the course for an average undergraduate student, a few films/documentaries will be screened during classroom discussions in the course.

g. Expertise in AUD faculty or outside:

h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Vikram Singh Thakur


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....
 25/04/2015.....and has been approved in the present form.


 Signature of the Dean of the School



Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Realism and the Novel
Course code	SUS1EN254
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Launched in Winter Semester 2014
Course coordinator and team	Usha Mudiganti, Shiv Kumar, Sanju Thomas

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

The course explores the form of the novel and its connection with literary realism. Both the form of the novel and literary realism and its many variants and deviations within are explored in many other courses in the undergraduate and postgraduate level. However, this course focuses on the realist novel form during the 19th century in the Anglo-American literary tradition because that was the period during which the form not only reached its zenith but also underwent many changes.

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)
 None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
5. How does the course link with the vision of AUD?
 In line with AUD's vision, this course helps to develop critical insights and perspectives on reading literature.
6. How does the course link with the specific programme(s) where it is being offered?

The courses within the BA English programme are designed to familiarize students with the diverse genres of literature in English such as epic, drama, poetry, novel, novella, short story, non-fiction, song, lyric and film. This course will introduce students to one of the most important forms of fiction which still holds its sway in literary studies. It will also familiarise the students with the technique of literary realism and the debates, derivations and deviations that are associated with it.

7. Course Details: All headings to be filled

- a. Summary: Fiction, by definition, is a removal from reality. The aim of many major writers of fiction, though, was to mimic the real. In their endeavours to replicate the real, writers rejected the heroic and the aristocratic to embrace the gritty social reality of their times. The focus was on the ordinary person and the ordinary situation. At its best, the realist novel was to be like life itself. However, Realism's claim that it can mime the complexity of life has been contested. Roland Barthes, for instance, states that Realism only offers a "reality effect".

While Realism as a form emerged in Europe, and owes much to developments in painting, this course restricts itself to tracing the Realist novel in nineteenth century England and recording the changes the form went through while attempting to capture the real through fiction. This course aims to conduct a detailed study of four realist novels to explore notions of time, chronology, consensus, points of view and the narrator, along with other important devices used by the realist writer, to learn the ways in which these contribute in simulating reality in fiction.

- b. Objectives: The course proposes to undertake a detailed analysis of the novels. The purpose of the course is to help students develop a comprehensive understanding of the novel as a distinct form in literature which emerged at a defining time in history when the hierarchy of everything from social order to religion was challenged. With this came new ideas in philosophy, art and literature. The course, through a detailed study of the novels, thus, also attempts to understand the social, political and literary contexts of the 19th century.
- c. Expected learning outcomes: The course will help students develop insights into the novel as a significant narrative mode. Students will learn the various aspects that constitute a novel such as plot, character, point of view etc. They will also learn to appreciate and critically analyse how the political and social contexts of the time culminated in the technique of realism furthering the novel's mandate to be the new form of literary expression.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course will be divided into five modules. The first module will introduce the students to the various aspects of the novel, and the historical and social contexts that led

to a convergence between the novel and the technique of realism. In the next four modules, four novels will be taken up for detailed discussion.

Brief description of modules/ Main modules:

Module 1: The 19th century and the Novel

This module provides an overarching framework within which the course will be transacted. It will delve into the form of novel by placing it against forms like the epic and romance. The various characteristics of the novel will be taken up for detailed discussion before looking at the social and political contexts that made the form necessary. The idea of realism will be taken up for discussion to understand how both of these were complementary to each other.

Forster, E.M. *Aspects of the Novel*, HBMC, 1927.

Watt, Ian. *Rise of the Novel*. 1957. University of California Press, 2001.

Module 2: Emma

The module will read closely Jane Austen's eponymous novel *Emma* to analyse literary realism at play in the early 19th century. The novel boasts of life like characters and paints a real enough picture of the England of the times. It also has an interesting protagonist who is very unlike a regular heroine, and a narrator who many times is ambivalent about her own identity. Altogether it makes an appealing novel to start the course with.

Austen, Jane. *Emma*. 1816. Penguin Classics. 2003.

Booth, Wayne. "Point of View and the Control of Distance in Emma". *Nineteenth Century Fiction*. Vol.16. No. 2, 95-116

Goodheart, Eugene. "Emma: Jane Austen's Errant Heroine." *The Sewanee Review*. 116:4.

Litwak, Joseph. "Self, Society and Text in Emma". *PMLA*. Vol.100. No. 5. 763-773.

Module 3: Hard Times

This module looks at a later novel of Charles Dickens to appreciate how the novelist has used realism to critique the distorted society of his times. The novel gives a deeper meaning to the concept of literary realism and puts it forward as a very powerful tool to depict the ills of society. The module will take up characters, contexts and technique for a deeper analysis.

Dickens, Charles. *Hard Times*. 1854, Penguin Classics. 2003.

Gallagher, Catherine. "Family and Society in Hard Times." *David Copperfield and Hard Times*. Ed. John Peck. St. Martin's, 1995: 171-96.

Kearns, Katherine. "A Topology of Realism in Hard Times". *ELH*. Vol. 59. No. 4. 857-881

Module 4: Tess of the D'Urbervilles

This module deals with one of the more popular novels of Hardy written at the turn of the century. The novel is significant since it is temporally and intellectually placed at the crossroads of a new era. Aspects of psychological realism, point of view and characters will be taken up for detailed discussion.

Hardy, Thomas. *Tess of the D'Urbervilles*. 1891. Penguin Classics. 2003.

Freeman, Janet. "Ways of Looking at Tess". *Studies in Philology*, Vol. 79, No. 3 (Summer, 1982), pp. 311-323.

Paris, Bernard J. "A Confusion of Many Standards": Conflicting Value Systems in Tess of the d'Urbervilles. *Nineteenth-Century Fiction*, Vol. 24, No. 1 (Jun., 1969), pp. 57-79.

Module 5: Daisy Miller

This module will read an American novella by Henry James which is widely considered to be a proto-feminist text. Attempt will be made to contrast European realism with that of American realism. The novel is especially interesting for its point of view, and its protagonist.

James, Henry. *Daisy Miller*. 1879. Penguin Classics. 2003.

Randall, John H. "The Genteel Reader and Daisy Miller". *American Quarterly* Vol. 17, No. 3 pp. 568-58.

Ohmann, Carol. "Daisy Miller: A Study of Changing Intentions". *American Literature*, Vol. 36, No. pp. 1-1.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Mid semester	As per SUS calendar	40%
2.	Class Presentation	Throughout the semester	20%
3.	End-semester Exam/End term paper	As per AUD academic calendar	40%

c. Instructional strategies: How it is taught?

The students are expected to come to the class after reading the texts. Discussions are done based on their readings.

f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

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A classroom with a good audio/video system required.

- g. Expertise in AUD faculty or outside: AUD faculty
- h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): NA

Usha Mudiganti

Signature of Course Coordinator(s)

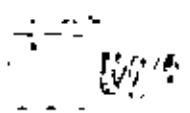
Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{7th}.....meeting held on.....
15/05/2015.....and has been approved in the present form.


Signature of the Dean of the School


Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies (SUS)
Programme(s)	BA English, VI Semester
Course title	Introduction to Literary Theory
Course code	SUS1EN256
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Launched in Monsoon Semester 2013
Course coordinator and team	Dr. Amit Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD? If it links with any courses taught in the either SUS or builds up to courses taught at Masters

This course connects with other courses on Translation Studies, Culture Studies, and Theories for the Study of Folk, Oral, and Popular Cultures. It also connects with other courses offered in Sociology, CLTS, and SCCE. It acquaints and prepares students for Literary Theory Course offered at MA level.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms

4. Course scheduling (semester, semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long

5. How does the course link with the vision of AUD?

This course introduces students to some of the representative writings by critics and theorists as well as contemporary theoretical positions. It acquaints them to the newer frameworks of interpretation and analysis. Thus, it is in-synch with the interdisciplinary and critical approaches that AUD aspires to promote.

6. How does the course link with the specific programme(s) where it is being offered? This course introduces students to the various lenses of study, interpretation, and analysis of literatures. It also introduces students to newer insights of understanding cultural texts too. Therefore, this course seems helpful for BA English students at AUD.

7. Course Details: All headings to be filled

a. Summary:

This course will introduce students to different trends in literary theory with a special focus on reading, understanding, and exploring the works of select theorists. It will acquaint students to some of the most influential thoughts and ideologies of the contemporary world and enable them to analyse, critique and situate literature within a larger context. The course will study the importance of literary theory and move on to its thematic study through modules designed around Marxism, gender, self/ other, linguistics, culture studies, etc. This course will supplement and complement other courses on theory being offered to the students.

b. Objectives:

This course will introduce students to some of the key literary theories in order to help them engage more critically with literary texts. The course is designed to facilitate a conceptual understanding of fundamental literary concepts which students can apply in their analysis of literature. Through this course they will also be exposed to the disciplines of gender, sociology, psychoanalyses and linguistics, which will help them understand the linkages that exist between literature and these disciplines. Shift(s) from the most representative texts to the more contemporary ones would also be discussed. The course is designed around the following modules which undertake a thematic study of theory through some representative writings.

- c. Expected learning outcomes: Through readings and class discussions, students will be able to examine the verity and validity of various ways of interpretation and analysis. Attempts would be made to explain the principles and ideas contained in the selected texts and familiarize students with the language of theory that depends on other disciplines like philosophy, psychology, sociology, etc. Students would be encouraged to further the acquired knowledge of theoretical principles and ideas and apply them to the study of literature in a more informed, objective, and universal manner.
- d. Overall structure (course organisation, rationale of organisation; outline of each module): The course is divided into the following modules:
- I. Introduction Literary Theory: Origin, Evolution, and Development of Literary Theory
: Similarities and Differences between Literary Theory and Literary Criticism
: A Short Introduction to Indian Literary Theory
: Establishing Links between Literary Theory and Other Discourses
 - II. Marxism
 - III. Gender Question
 - IV. Colonialism and Post-Colonialism
 - V. Psychoanalysis
 - VI. Structuralism, Poststructuralism, and Deconstruction
 - VII. Postmodernism and Cultural Studies

Reading list

Module I: Introduction

Leitch, Vincent B. 'Introduction' in *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton and Company, 2001. Print.

Kapoor, Kapil and Ranga Kapoor. 'Introduction' in *Texts in Literary Criticism*.

Devy, G. N. 'Introduction' in *Indian Literary Criticism: Theory and Interpretation*. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Bharatmuni. 'On Natya an Rasa: Aesthetics of Dramatic Experience' in *Indian Literary Criticism: Theory and Interpretation*. Ed. G. N. Devy. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Tholkappiyar. 'On Diction and Syntax' in *Indian Literary Criticism: Theory and Interpretation*. Ed. G. N. Devy. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Khusrau. Amir. 'Multilingual Literary Culture' in *Indian Literary Criticism: Theory and Interpretation*. Ed. G. N. Devy. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Ramanujan. A. K. 'On Ancient Tamil Poetics' in *Indian Literary Criticism: Theory*

and Interpretation. Ed. G. N. Devy. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Module II: Marxism

Gramsci, Antonio. 'The Formation of the Intellectuals' and 'Hegemony and Separation of Powers' in *The Modern Prince and Other Writings*. Ed. and Trans. Louis Marks. London: Lawrence and Wishart, 1957. Print.

Althusser, Louis. 'Ideology and Ideological State Apparatuses' in *Lenin and Philosophy and Other Essays*. Trans. Ben Brewster. New York: Monthly Review Press, 1971. Print.

Lukacs, George. "Critical Realism and Socialist Realism" in *Literary Theory: An Introductory Reader*. Ed. Saugata Bhaduri and Simi Malhiotra. New Delhi: Anthem Press India, 2010. Print.

Module III: Gender Question

Showalter, Elaine. 'The Female Tradition', Introduction in *A Literature of Their Own: British Women Novelists from Bronte to Lessing*. New Jersey: Princeton University Press, 1977. Print.

Cixous, Helene. 'The Laugh of Medusa' in *New French Feminisms: An Anthology*. Eds. Elaine Marks and Isabelle Courtivron. Trans. Keith Cohen and Paula Cohen. Hertfordshire: Harvester Wheatsheaf, 1981. Print.

Ingraray, Luce. 'This Sex Which is Not One' and 'When the Goods Get Together' in *New French Feminisms: An Anthology*. Eds. Elaine Marks and Isabelle Courtivron. Trans. Keith Cohen and Paula Cohen. Hertfordshire: Harvester Wheatsheaf, 1981. Print.

Module IV: Colonialism and Post-Colonialism

Said, Edward. 'Orientalism' in *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths and Helen Tiffins. New York: Routledge, 1995. Print.

Viswanathan, Gauri. 'The Beginnings of English Literary Study in British India' in *Literary Theory: An Introductory Reader*. Ed. Saugata Bhaduri and Simi Malhiotra. New Delhi: Anthem Press India, 2010. Print.

Aijaz Ahmad. "'Indian Literature': Notes towards the Definition of a Category' in *Literary Theory: An Introductory Reader*. Ed. Saugata Bhaduri and Simi Malhiotra. New Delhi: Anthem Press India, 2010. Print.

Gayatri Chakravorty Spivak, 'Can the Subaltern Speak?' in *The Post-Colonial Studies Reader*. Eds. Bill Ashcroft, Gareth Griffiths and Helen Tiffins. New York: Routledge, 1995. Print.

Module V: Psychoanalysis

Freud, Sigmund. 'Conscious and What is Unconscious', 'The Ego and the Id', and 'The Ego and the Super-Ego' in *The Ego and the Id*. Ed. James Strachey. Trans. Joan Riviere. London: The Hogarth Press and The Institute of Psychoanalysis, 1962. Print.

---. 'The Method of Dream Interpretation' and 'The Dream as Wish-Fulfilment' in *The Interpretation of Dreams*. Trans. A. A. Brill. Hertfordshire: Wordsworth Publications, 1997. Print

Module VI: Structuralism, Poststructuralism, and Deconstruction

Saussure, Ferdinand de. Excerpts from Course in General Linguistics in *Postmodernism: Critical Concepts Volume I*. Eds. Victor E. Taylor and Charles E. Trans. Wade Baskin. Winquist. London: Routledge, 1998. Print.

Barthes, Roland. 'Introduction to the Structural Analysis of Narratives' in *Image Music Text*. Trans. and Ed. Stephen Heath. London: Fontana, 1977. Print.

Foucault, Michel. 'Truth and Power' in *Selected Interviews and Other Writings, 1972-* Ed. Cohn Gordon. New York: Pantheon Books, 1980. Print.

Derrida, Jacques. 'Structure, Sign, and Play in the Discourse of the Human Sciences' in *Writing and Difference*. Trans. A. Bass. Chicago: Chicago University Press, 1978. Print.

Bhartrihari. 'On Syntax and Meaning' in *Indian Literary Criticism: Theory and Interpretation*. Ed. G. N. Devy. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Anandvardhana. *Dhvani: Structure of Poetic Meaning in Indian Literary Criticism: Theory and Interpretation*. Ed. G. N. Devy. New Delhi: Orient Blackswan Private Limited, 2010. Print.

Module VII: Postmodernism and Cultural Studies

Jean-Francois Lyotard, 'Answering the Question: What is Postmodernism?' in *Literary Theory: An Introductory Reader*. Ed. Saugata Bhaduri and Simi Malhiotra. New Delhi: Anthem Press India, 2010. Print.

Williams, Raymond. 'Formis' in *Literary Theory: An Introductory Reader*. Ed. Saugata Bhaduri and Simi Malhiotra. New Delhi: Anthem Press India, 2010. Print.

Greenblat, Stephen. 'Renaissance Self-Fashioning: Introduction' in *Literary Theory: An Introductory Reader*. Ed. Saugata Bhaduri and Simi Malhiotra. New Delhi: Anthem Press India, 2010. Print.

Note: Apparent gaps in selection of readings and modules will be supplemented through presentations and discussions.

Assessment structure* (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Class Test	In the First Week of September	10%
2.	Mid-semester Exam (involves open book exam)	As per AUD Calendar	25%
3.	End-Semester Exam	As per AUD Calendar	25%
4.	Class Presentation	In the Last week of October	25%
5.	Question Bank	Throughout Semester	15%

a. Instructional strategies: How it is taught?

Class lectures and discussions around the prescribed readings/texts, coupled with intense investigations through tutorials.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify):

None

c. Expertise in AUD faculty or outside:

Within AUD additional expertise is available in Sociology, CLTS, and SCCE.

Linkages with external agencies (e.g., with field-based organizations, hospital; any others):

None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee

(SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.

2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....^{25/04/2015}.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (to be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA in English
Course title	Literature and Cinema
Course code	SUS1EN246
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Launched in WS2017
Course coordinator and team	Sayandeb Chowdhury

- Does the course connect to, build on or overlap with any other courses offered in AUD?
 No. It is a standalone course. However, a similar course on Indian cinema - Fiction into Film- is also offered. though never together or to the same cohort.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level: any others – please specify)
 Nothing specific, except an interest in and love for world cinema.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 As per SUS norms.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
 Semester-long.
- How does the course link with the vision of AUD?
 This course hopes to draw attention towards the wonderfully rich world of cinema in the West with specific illustrations (case-studies) that would help them connect to a literary and cinematic modernity through adaptation and narrative transference.
- How does the course link with the specific programme(s) where it is being offered?
 One of the key elements in the English programme in BA is to explore the complex relationship between literature and other arts/cultural expressions. To that end, this course is designed as one that will take the students beyond the immediacy of literature and into the realm of the visual. Early cinema is foundationally suspect of narrative but as cinema became a popular cultural apparatus, it slowly but inevitably moved towards the literary narrative. By the 1930s, we notice cinema heavily bonding with literature and is increasingly contributing to not only forms of narrative but also with questions of time, space and mechanisms of storytelling that it was dealing with its own visual

format. Cinema's natural felicity for impacting popular imagination played an increasing role in defining the relationship between cinema and literature. This course hopes to map this fertile and unique relationship in Europe and the United States through a series of films based on works of fiction.

7. Course Details: All headings to be filled

a. Summary:

This course will look closely into the 'formal' and 'narratological' relation between cinema and literature, with the help of a few works of fiction (and other forms) made into films. The course will introduce various ways in which literature and the moving image converge and diverge; as well as correspond through the theory of 'narrative', which is also a source of long conflict through much of the history of cinema. The inter-dependence of the two art forms is full of the ambiguity that both the arts collectively and individually re-present, effectively ensuring that the fruition of the collaboration is often far from simple. There are various levels of complexity involved in this relationship but since this is a BA level course, the content is designed keeping in mind largely the dynamics of *adaptation*. The texts/films have been chosen in such a way that each have not only withstood the discontents of adaptation but have been able to contribute to their own forms in either literature or cinema and have managed to expend them.

b. Objectives:

The primary objective is to understand the politics and process of narrative and its possible modes of transference when literary forms are adapted into cinematic forms. The course would like to ask how the process of signification in cinema vary and collide with literary sources, how each form makes their own claims to the narrative and what are the major debates in world cinema around the problems of adaptation.

c. Expected learning outcomes:

The course will involve understanding of elementary concepts of cinema, cinema history and practice and the basics of adaptation theory apart from also reading into the various narrative strategies of genres like the modern historical novel, theatre, and science-fiction. It is hoped that students will develop a keen understanding of cinematic adaptations not only as a compendium of attractive images but also as a method of translating textual material into a visual mode of narrative and storytelling.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is divided into 5 modules, each dedicated to specific genres of adaptation.

Brief description of modules/ Main modules:

Module1: Theories, practices, forms, adaptations [Wk 1-4]

- *Form* in literature
- *Form* in cinema
- Basic concepts in cinematography, editing, production design, music
- Theories of narration
- Theories of adaptation

● The question of origin and authorship

Module 2: Cinema from dramatic literature [Wk 5-7]

This module will look into how Shakespeare has been adapted to cinemas outside the English-speaking nations, making use of cinematic techniques rather than the Shakespearian language.

William Shakespeare's *King Lear* [1606]

Gregory Kozintsev, *King Lear* (1971)

Akira Kurosawa, *Ran* (1985)

Module 3: The Science fiction [Wk 8-9]

This module is about adapting science-fiction into cinema making use of the inherent visual properties of this genre.

Arthur C Clark. *The Sentinel* (1948)/ *Encounter in the Dawn* (1953)

Stanley Kubrick, *2001: A Space Odyssey* (1968)

Module 4: The Wider Canvas [Wk 9-12]

This module is about the wide-canvas literary novel and how cinema, keeping the mind the limitations of time and narrative unity, manages to adapt them.

Boris Pasternak, *Dr Zhivago* (1957)

David Lean. *Dr Zhivago*(1965)

Module 5: Colonialism and Counterculture [Wk 13-14]

In this module the course would look at critique of grand narratives in literature and cinema. Joseph Conrad. *Heart of Darkness* (1902)

Francis Ford Coppola, *Apocalypse Now* (1979)

Readings-

- Stam Robert and Alessandra Raengo (ed), *A Companion to Literature and Film*, London: Blackwell, 2004. Print.
- Costello, Tom, *International Guide to Literature on Film*. London: Bowker-Saur, 1994. Print.
- Bordwell David. *Film Art: An Introduction*. New York: McGraw Hill, 1998. Print.
- Cartmell Deborah, (ed) *A Companion to Literature, Film and Adaptation*. Oxford: Wiley & Blackwell, 2012. Print.
- Cartmell Deborah, *Interpreting Shakespeare on Screen*. New York: Palgrave Macmillan, 2000. Print.
- Roberge Gaston, *The Subject of Cinema*. Calcutta: Seagull Books. 1990. Print.
- Horton Andrew, 'Film and Literature', *Encyclopedia of World Literature in the 20th Century* Vol 2, Leonard S Klein (ed), New York: Frederik Ungar, 1982, 93-99. Print
- Ross, Harris, *Film As Literature, Literature as Film: An Introduction and Bibliography of Film's Relationship to Literature*. New York: Greenwood, 1987. Print
- Mast, Gerald & Marshall Cohen, *Film Theory and Criticism: Introductory Readings*. New York: Oxford University Press. 1994. Print
- Nichols Bill (ed). *Movies and Methods: Vol. I. An Anthology*. Calcutta: Seagull Books. 1985. Print
- Bill Nichols (ed), *Movies and Methods: Vol. II: An Anthology*. Calcutta: Seagull Books, 1985. Print

Tentative Assessment Pattern

S.No	Assessment	Weightage
1	Class assignment 1	30%
2	Presentation	30%
3	Class assignment II/1erm Paper	40%

e. Contents (week wise plan with readings):

NA

8. Pedagogy:

a. Instructional strategies: How it is taught?

Lectures and presentation

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

The course involves couple of screenings so it needs a room with a screen, working projection and sound system. AUD already boast of an expanding film library and there are enough in-house resources and technologies available to make this course possible.

c. Expertise in AUD faculty or outside

AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

SayandeB Chowdhury

Signature of Course Coordinator(s)

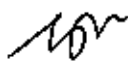
Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

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Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its
..... 7th meeting held on and has been approved
in the present form. 15/05/2015



Signature of the Dean of the School

Ambédkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours)
Course title	Modern World Drama
Course code	SUS1EN272
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2016.
Course coordinator and team	Vikram Singh Thakur

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

Yes, the module on Postcolonial Drama is a precursor to a course on Modern Indian Drama taught in MA English programme. However, the MA course is pitched at a much advanced stage and is more theoretical in nature.

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long

5. How does the course link with the vision of AUD?

The course has been designed keeping in mind AUD's vision of dismantling hierarchies in all forms. The choice of plays in different languages will expose students to a range of dramatic literary expressions. The course includes plays written by Indian, Scandinavian, Russian, West Indian, African and Irish playwrights. By engaging students with plays produced in both Europe and postcolonial societies the course tries to explore how some of the dramatic and theatrical traditions of the West were appropriated, subverted and refashioned in postcolonial societies.

6. How does the course link with the specific programme(s) where it is being offered?

The BA English Programme at AUD does not conform to existing Literary Studies programmes in many Indian universities. Unlike a chronological, period wise study of any one literature, the programme is structured around fields of study like genres, marginalized literatures, alternative forms of creative expressions like cinema, graphic arts, etc. A study of genres is an essential part of the program. The study of modern drama across languages and regions will expose students to a wide range of literary expressions. Both Western and indigenous traditions from the postcolonial world will be explored not just discretely but also through a comparative perspective. Western dramatic conventions and their negotiation within postcolonial drama will also be studied. The course will equip the student to look at the genre across the modern world within a comparative framework.

7. Course Details: All headings to be filled

- a. Summary: The course introduces students to modern drama written in various language traditions across the world through English translations. It will familiarize students with realism, naturalism, existentialism, social criticism and postcolonialism in drama. The course would benefit students by engaging them with a particular genre of literature in depth.
- b. Objectives: The course aims to introduce students of English literature specifically to the literary genre called drama written in various languages. By the end of the course the students should be able to analyse drama more critically and creatively. Also the choice of drama in different languages will expose students to different cultures.
- c. Expected learning outcomes: The outcomes will be as follows:
 - i. Develop critical thinking and writing skills
 - ii. Analysing primary texts
 - iii. Synthesising ideas discussed in class with their reading of texts
 - iv. Knowledge of literatures other than those written by postcolonial dramatists
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course is divided into four modules. At least one text from each module will be taken up for detailed study in class. Other plays may be discussed during class presentations.

Module I| Naturalist and Realist European Drama

Late nineteenth century Europe witnessed the emergence of a different kind of drama that was located within the realist movement that found its expression in varied creative expressions. Drama moved away from older conventions to representations and critiques of the modern society. This module will take up representative plays from the realist/ naturalist tradition that was a precursor to twentieth century modern European drama.

Ibsen, Henrik. *A Doll's House in A Doll's House and Other Plays*. Trans. Peter Watts.

Penguin Classics. (1879) 2003.

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Strindberg, August. *Miss Julie* in *Miss Julie and Other Plays*. Trans. Michael Robinson. Oxford and NY: OUP, (1998), 2008.

Module 2: Epic Theatre

Brechtian Theatre and its innovative alienation technique that transformed the dramatic experience from a sensory to a reflective one wherein theatricality was emphasised to ensure a distancing from the action and an immersion into an intellectual engagement with the issues raised marked an extremely important phase in modern European drama. In this module students will study the theatrical innovations of Brecht which forced the audience to engage with the paradoxes and ironies of modern capitalist society at a cerebral level.

Brecht, Bertolt. *Mother Courage and Her Children*, 1939. Trans. Eric Bentley. NY: Grove Press, 1966.

- *The Good Person of Szechwan*, 1953. Trans. John Willett. Penguin Classics, 2008.

Module 3: Modern European Drama (Existentialist and Absurd Drama)

The years of the Second World War and the post-War period witnessed the emergence of drama that drew upon Existentialist philosophy and Camus's concept of the "Absurd". The complete breakdown of belief in social and political systems in the aftermath of the War, the fragmented, isolated and lonely existence and its consequent angst found its expression in a new and powerful anti-realist dramatic form named "Absurd Drama" by Martin Esslin. This module will take up any one representative play from this dramatic tradition.

Genet, Jean. *The Maids*. Trans. Bernard Frechtman. London: Faber & Faber, 1957.

Pinter, Harold. *The Birthday Party* in *The Birthday Party, and the Room: Two Plays*. London: Grove Press, 1961.

Beckett, Samuel. "Waiting for Godot: A Tragi-comedy in Two Acts". *The Complete Dramatic Works*. Faber & Faber, 2006.

Module 4: Postcolonial Drama

This module introduces students to postcolonial drama. Issues like postcolonial subjectivity, decolonisation, use of indigenous myths, histories and cultures are some of these which this module will engage students with. At least one text will be taken up for detailed discussions in class.

Alekar, Satish. "The Dread Departed". *Collected Plays of Satish Alekar*. New Delhi: OUP. (1973) 2009.

Walcott, Derek. *Dream on Monkey Mountain, and Other Plays*. London: Jonathan Cape, 1972.

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- Dattani, Mahesh. *"Final Solutions"*. Collected Plays. New Delhi: Penguin, 2000.
- Thiong'o, Ngugi wa & Micere Githae Mugo. *The Trial of Dedan Kimathi*. Waveland Press, 1976.
- Maponya, Maishe. *The Hungry Earth*. Routledge 2001 [1979]
- Chiye, Kee Thuan. *1984, Here and Now*. K Das Ink 1987.
- Fo, Dario. *Accidental Death of an Anarchist*. Bloomsbury Publishing, 1987 [1970]
- Nowra, Louis. *Inside the Island*. Currency Press, 1981
- Tomson, Highway. *The Rez Sisters*. Fifth House, 1988

Suggested Secondary Readings:

- Cohn, Ruby. "The World of Harold Pinter". *The Tulane Drama Review*, Vol. 6, No. 3 (Mar.1962), 55-68.
- Deshpande, G. P. "History, Politics and the Modern Playwright". *Theatre India* (May 1999).
- Dharwadker, Aparna Bhargava. *Theatres of Independence: Drama, Theory, and Urban Performance in India since 1947*. New Delhi: OUP, 2006.
- Esslin, Martin. *The Theatre of the Absurd*. Garden City, NY: Doubleday, 1961.
- . *Samuel Beckett: A Collection of Critical Essays*. Vol. 51. Prentice Hall Direct, 1965.
- Madsen, Borge Gedso. "Strindberg As a Naturalistic Theorist: The Essay "Om Modern Drama Och Modern Teater"". *Scandinavian Studies*, Vol. 30, No. 2 (MAY, 1958), 85-92.
- Styan, J. L. *Modern Drama in Theory and Practice*. Cambridge University Press, 1983.
- White, John J. *Bertolt Brecht's Dramatic Theory*. NY: Camden House, 2004.

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take	Weightage
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		place	
1.	Class Participation	Throughout the semester	10%
2.	Mid-semester Exam	Mid-February	30%
3.	Home Assignment	Mid-March	10%
4.	Class Presentation	Mid-April	20%
5.	End-semester Exam	As per AUD academic calendar	30%

e. **Instructional strategies: How it is taught?**

Although lecture method will be used for teaching the course students would be expected to participate in class discussions which will be graded as 10% of their assessment.

- f. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** A classroom with a good audio/video system required. Some of the plays will be screened during classroom discussion.
- g. **Expertise in AUD faculty or outside:**
- h. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others)**

Vikram Singh Thakur
Signature of Course Coordinator(s)

Note:

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3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies: 781

The proposal was discussed by the Board of Studies in its^{7th}.....meeting held on.....15/05/2015.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA (Honours) with Major in English
Course title	Written for Children and Young Adults
Course code	SUS1EN228
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2013
Course coordinator and team	Usha Mudiganti

- Does the course connect to, build on or overlap with any other courses offered in AUD?
 An MA English course titled "Literatures of Childhood" also includes some children's literature texts and some discussions in the course focus on children's literature within Anglo-American literary traditions. However, that course's focus is on the child in literature while this one looks specifically at children's literature.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
 None
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 As per SUS norms
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long
- How does the course link with the vision of AUD?
 This course will lead students' to re-examine familiar books they have read and, in line with AUD's vision, help them develop their critical acumen about the linkages between literature and culture.
- How does the course link with the specific programme(s) where it is being offered?
 The BA English programme attempts to build the undergraduate student's awareness of the dialogues literature has with culture and society. This course, with its focus on childhood and on children's literature, will lead the student into critically examining the phenomenon of childhood in cultures through re-reading familiar children's book to learn about the ways in which the norms of childhood get established in different societies.
- Course Details: All headings to be filled

- 780
- a. **Summary:** This course will introduce the students to emergence of the child as a target reader of literature in England and proceed with tracing the journey of children's literature to the contemporary significance of this form of literature. It will examine texts written with a child as the target reader to study the ways in which children's literature in Britain and North America envisioned the child over the ages. While engaging with the idea of childhood, the origin and use of the new category of the young adult will also be discussed because to understand the ways in which perceptions of childhood have changed. The course will cover many zeniths and nadirs of children's literature through three centuries while discussing issues such as the changing ideal of literature for children, the changes in the education of the child, appropriation of literary texts by child readers, the politics of abridgement, endeavours towards engendering the child through literature, elements of subversion in writing for children and the various uses of the realm of fantasy in children's literature. Various sub-genres within children's literature like allegories, didactic writing, school stories, adventure fiction, fantasy fiction, anthropomorphic stories, moral tales, picture books, verses, plays, popular fiction and the variety of fiction known as domestic dramas will be sampled.
 - b. **Objectives:** Assuming that undergraduate students will have read some amount of literature written specifically for children, the objective of the course is to illustrate the complexity of the enterprise called writing for children and to then to re-read familiar texts to be able to critically examine the norms of childhood.
 - c. **Expected learning outcomes:** It would equip the student to question notions such as homogeneity of childhood, the purported innocence of children and would illustrate the vulnerability of the marginalized state called childhood.
 - d. **Overall structure (course organisation, rationale of organisation; outline of each module):**
 1. **Module 1: Origins of children's literature**
 - 'Discovery of childhood' through a reading of "Two Concepts of Childhood" from *Discovery of Childhood* (1960)
 - Childhood in Britain in the late-Romantic and Early Victorian periods
 - The Puritans and childhood in New England
 2. **Module 2: The first novel specifically written for child readers in Europe and its introduction to the English speaking world – *The Swiss Family Robinson* (1812) by J D Wyss. This module will also include discussions on Rousseau's idea of childhood and education as exemplified in *Emile* (1762).**
 3. **Module 3: The Victorian Child – *Alice's Adventures in Wonderland* (1865) by Lewis Carroll. The module will not only look at the 'ideal' of the Victorian Child but will also critique this purported ideal through the novel mentioned above.**
 4. **Module 4: Resisting Growing Up – *Peter Pan* by J M Barrie. The module will dwell upon the celebration of the childhood in early 20th century Britain.**
 5. **Module 5: Childhood after the World Wars – *The Hobbit* by J R R Tolkien. Through this module there will be a discussion on fantasy as a popular and empowering trope of children's literature.**

6. Module 6: Contemporary Childhood – *Harry Potter and the Goblet of Fire* by J K Rowling: This module will be transacted to team presentations in class.

Supplementary Reading:

Beales, Jr. Ross W. 'In Search of the Historical Child: Miniature Adulthood and Youth in Colonial New England. In *Growing Up in America: Children in Historical Perspective*. Ed. N. Ray Hiner and Joseph M. Hawes. Illinois: University of Illinois Press, 1985.

Chambers, Aidan. 'The Reader in the Book' *Booktalk; Occasional Writing on Literature and Children*. 1985: 34 – 58. In *Children's Literature*. Ed. Peter Hunt. London: Routledge, 1990.

Green, Roger Lancelyn. 'The Golden Age of Children's Books'. *Essays and Studies*. 1962: 59 – 73. In *Children's Literature*. Ed. Peter Hunt. London: Routledge, 1990.

Hughes, Felicity A. 'Children's Literature: Theory and Practice'. *ELH*. 45. 1978: 542 – 61. In *Children's Literature*. Ed. Peter Hunt. London: Routledge, 1990.

Hunt, Peter. 'The Classic and the Canon in Children's Literature'. In *Modern Children's Literature: An Introduction*. Ed. Catherine Butler and Kimberley Reynolds. London: Palgrave Macmillan, 2005.

MacDonald, Ruth K. *Literature for Children in England and America from 1646 to 1774*. New York: The Whiston Publishing Company, 1982.

Pinsent, Pat. 'Theories of Genre and Gender: Change and Continuity in the School Story'. In *Modern Children's Literature: An Introduction*. Ed. Catherine Butler and Kimberley Reynolds. London: Palgrave Macmillan, 2005.

Additional texts: Students will be encouraged to pick one of the following texts for a term paper.

1. R L Stevenson's *Treasure Island* (1883)
2. R M Ballantyne's *The Coral Islands* (1857)
3. Thomas Hughes *Tom Brown's Schooldays* (1857)
4. Kenneth Grahame's *The Golden Age* (1895)
5. Rudyard Kipling's *Stakly & Co* (1899)
6. Frances Hodgson Burnett's *Little Lord Fauntleroy* (1886)
7. L Frank Baum *The Wonderful Wizard of Oz* (1900)
8. Beatrix Potter's *The Tale of Peter Rabbit* (1902)
9. Kate Douglas Wiggin's *Rebecca of Sunnybrook Farm* (1903)
10. L M Montgomery *Anne of Green Gables* (1908)
11. Eleanor H Porter *Pollyanna* (1913)
12. C S Lewis' *The Lion, the Witch and the Wardrobe* (1949)
13. E B White's *Charlotte's Web* (1952)
14. Michael Bond *A Bear Called Paddington* (1958)
15. Joan Aiken's *The Wolves of Willoughby Chase* (1963)
16. Nina Bawden's *Carrie's War* (1963)

17. Roald Dahl's *Charlie and the Chocolate Factory* (1964)
18. Judy Blume's *Are you there, God? It's me, Margaret* (1970)
19. Rumer Godden *The Diddakoi* (1972)
20. Roald Dahl *Matilda* (1988)
21. Philip Pullman's *Northern Lights* (1995)
22. Neil Gaiman's *Coraline* (2002)
23. Patrick Rothfuss's *The Name of the Wind* (2007)
24. Suzanne Collins's *The Hunger Games* (2008)
25. Upendrakishore Roy Chowdhury's *Goopy Gyne Bagha Byne* (1915)
26. Satyajit Ray's *Professor Shonku, the Space Traveller* (1965)
27. Ruskin Bond's *The Cherry Tree* (1980)
28. Paro Anand's *The Weed* (2008)
29. Ranjit Lal's *Our Nana Was a Nutcase* (2015)
30. Zainab Sulaiman's *Simply Nanju* (2016)

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	In-Class Assignments (2)	Early February and mid-April	30%
2.	Mid-Term Examination	Mid- March	30%
3.	Class Presentation	Early April	20%
4.	Term Paper	End of April	20%

- c. Instructional strategies: How it is taught?
Interactive classroom discussions of the texts and class presentations.
- f. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Copies of the books in the AUD library
- g. Expertise in AUD faculty or outside:
Faculty within SHS and SES who also teach courses on childhood.
- h. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Usha Mudiganti

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
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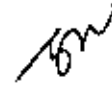
approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....and has been approved in the present form.

25/04/2015



Signature of the Dean of the School

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A Programme
Course title	The Romantic Age
Course code	SUS1EN237
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Discipline Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2012
Course coordinator and team	Bhoomika Meiling, Gunjeet Aurora

1. Does the course connect to, build on or overlap with any other courses offered in AUD? If it links with any courses taught in the either SUS or builds up to courses taught at Masters?

The course helps students understand the history of English literature as it builds on the course Literatures of the Renaissance. It also has important linkages with the course American Literature which focuses on American Transcendentalism and Romanticism.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

None.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)'

Semester-long course

5. How does the course link with the vision of AUD?

The course develops critical perspectives and equips students with analytical skills.

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The BA English program is designed to introduce students to all facets of literature through its diverse genres and forms and also provide an understanding of the major literary periods. The Romantic Age marked an epistemic shift in literature with the entry of imagination as a valid category in the field of knowledge production and study besides the mind and the body. This important shift changed the literary terrain irrevocably and therefore, it is worthy of detailed study. This course seeks to introduce the students to this significant period in European literary history which had very far reaching reverberations.

7. Course Details:

Summary: The Romantic Age is often known as the 'Age of Revolutions' on account of the sweeping changes that were taking place during the late seventeenth and eighteenth century in the social, political, industrial and literary sphere. The course will help students understand this age of flux and upheaval through some of the seminal works of literature written during this time. The course is designed to introduce students to not just British Romanticism but also trace its influences in German and French literary thought. The course will introduce students to the figure of Rousseau and his ideas which greatly influenced Romantic thought. It will also discuss the *Sturm und Drang* (Storm and Stress) movement in German literature through the works of Goethe and other aspects of German romanticism through the writings of Schlegel. Having thus studied the foundations of Romanticism, the course would proceed to peruse the six most remarkable British Romantic poets- Blake, Wordsworth, Coleridge, Shelley, Byron and Keats. Then one would venture into the study of the relationship between Romanticism and its most remarkable sibling, the Gothic fiction. In all, the course seeks to introduce the students to all the hues and nuances of the Romantic Age in Europe.

Objectives:

The objective of this course is to introduce students to an important period in English literature. In doing so it aims at helping them develop a more holistic view of the age by discussing the influences that French and German thought had on British romanticism.

- a. **Expected learning outcomes:** Students will learn about social, political, industrial and literary sphere of the late 17th and 18th centuries. They will get a good grasp of European romanticism as a whole and read many important writers who changed the course of European literary history. They will also explore Gothic fiction.
- b. **Overall structure (course organisation, rationale of organisation; outline of each module):** The course is divided into five modules which broadly cover the social, political and historical aspects of this age through representative literary texts.
 - Module 1: Introduction to Romanticism
 - Module 2: German Literature and Romanticism
 - Module 3: Romanticism and the French Revolution
 - Module 4: The British Roman Poets
 - Module 5: Romanticism and the Gothic
- c. **Contents (brief note on each module; indicative reading list with core and supplementary readings)**

Module 1: Introduction to Romanticism

This module will introduce students to the basic tenets of Romanticism and its uneasy relation with Enlightenment.

Module 2: German Literature and Romanticism

This module will look at the short but influential *Sturm und Drang* movement in German literature through the novel *The Sorrows of Young Werther* by Goethe.

Module 3: Romanticism and the French Revolution

This module will introduce students to the figure of Rousseau and his ideas on education through selections from his novel *Emile*. It will also provide students with a historical background of the French Revolution and the manner in which it influenced the English literary imagination.

Module 4: The British Romantic Poets

This module will bring into focus the six major Romantic Poets through their poetry and some of their prose works.

- William Blake: 'The Chimney Sweeper' (Songs of Innocence and Experience); 'The Lamb'; 'The Tyger'
- William Wordsworth: 'Tintern Abbey'; 'The Intimations Ode'
- S.T. Coleridge: 'Kubla Khan'; 'Christabel'
- P.B. Shelley: 'Ode to the West Wind'; 'Ozymandias'; 'Hymn to Intellectual Beauty'
- George Gordon Byron: Select cantos from Childe Harold's Pilgrimage; 'She Walks in Beauty'
- John Keats: 'Ode on a Grecian Urn'; 'Ode to Autumn'; 'La Bella Dame Sans Merci'; 'Ode to a Nightingale'

Module 5: Romanticism and the Gothic

This module will study the Gothic and its relation to Romanticism through the novel *Frankenstein* by Mary Shelley.

Supplementary Prose readings:

William Wordsworth: Preface to the Lyrical ballads

S. T. Coleridge: Selections from *Biographia Literaria*

John Keats: Select letters

Mary Wollstonecraft: A Vindication of the Rights of Woman

Indicative Reading List:

- Paulin, Roger. *August Wilhelm Schlegel, Cosmopolitan of Art and Poetry*. Adelaide: Open Book Publishers, 2015.
- Goethe, Johann Wolfgang von. *The Sorrows of Young Werther*. New York: OUP, 2012.
- Rousseau, Jean-Jacques. *Emile*. 1762.
<<http://www.gutenberg.org/cache/epub/5427/pg5427.html>>.

- Blake, William. *The Complete Poems*. London: Penguin Classics, 1978.
- Wordsworth, William. *The Collected Poems of William Wordsworth*. Hertfordshire: Wordsworth Editions, 1998.
- Coleridge, S.T. *The Complete Poems*. London: Penguin Classics, 1997.
- Shelley, Percy Bysshe. *The Complete Poems of Percy Bysshe Shelley*. Toronto: Modern Library, 1994.
- Byron, George Gordon. *Lord Byron: The Major Works*. New York: OUP, 2008.
- Keats, John. *John Keats: The Complete Poems*. London: Penguin Books, 1973.
- Shelley, Mary. *Frankenstein*. 1816. New Delhi: Worldview, 2002.
- Polidori, John William. *The Vampyre and Other Writings*. Oxford: Carcanet, 2014.
- Austen, Jane. *Northanger Abbey*. Mineola, New York: Dover Thrift Editions, 2000.
- Peacock, Thomas Love. *Nightmare Abbey*. 1818.
[<http://www.gutenberg.org/cache/epub/9909/pg9909-images.html>](http://www.gutenberg.org/cache/epub/9909/pg9909-images.html)

Assessment structure (modes and frequency of assessments):

S. No.	Assessment	Period in which the assessment will take place	Weightage
1.	Assignment	February	30%
2.	Midterm	As per SUS calendar	30%
3.	End-semester Exam/End term paper	As per AUD academic calendar	40%

The pattern of assessment is subject to revision depending on the composition and size of the class.

Bhoomika Meiling

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.

2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....and has been approved in the present form.

25/04/2015



Signature of the Dean of the School



Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

Appendix-25

School/Centre proposing the course	School of Human Studies
Programme(s)	Undergraduate
Course title	Understanding Disability Through Media
Course code	SUSIEL905
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter
Course coordinator and team	Anita Ghai

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 1. The School of Human Studies already offers Disability Studies courses for post graduate Students . The undergraduate course will provide an understanding of disability to students who have an interest to expand their horizon apart from their chosen disciplines The course will also be of interest to students of sociology, English, Psychology , History etc As a special interest course, the primary mode of learning would be through discussions based on the in-class viewing of films. However, the course will require reading some texts to introduce the debates on the understanding of disability representation, reality and theory.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Winter (6th semester)
5. How does the course link with the vision of AUD?
 The course links with the vision of AUD which
6. How does the course link with the specific programme(s) where it is being offered?
 The university aspires to promote equity and social justice and is the only institution in the region that focuses exclusively on the humanities and the social sciences. Individuals with disabilities and their families have been marginalized in most societies for several centuries. The course will play a critical role in creating spaces which engage students in meaningful dialogues related to individuals with disabilities, their rights, existing research, and current efforts to understand the lived reality of individuals with disability.

7. Course Details:

a. Summary:

From Dostl and Rain man , to Black , Million Dollar Baby , Iqbal and Guzarish, disability has been a significant part of both Bollywood and Hollywood narratives . Media and specifically cinema has specifically made disability hyper -visible. Media is keen to acquire a socially responsible front. They rely on evoking emotional reactions such as pity, horror, or a sense of tragedy. All that is needed to do this is a fleeting moment where a 'crippled' beggar is shown extending his/her begging bowl into the window of a car, or the good-hearted protagonist is shown helping a visually impaired person cross the busy city road and receiving heartfelt blessings for it. The "images" of disability represented by media are deep-rooted in culture and reflective of the way in which society understands disability. In fact society in India and elsewhere have become somewhat dependent on cinematic representations to inform them about disabled. However the representations rarely reflect reality. Disabled people seem sometimes to be just like us with no special needs and at others so different that they are best forgotten. The disabled individual is effectively transformed into an object of cultural appeal, a fragment of humanity and an object of negativity and mockery, placing us similarly outside disability.

Objectives: In this course, we will study the representation of disabled lives in popular media particularly cinema to:

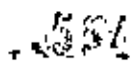
- i. relate to the experiential worlds of people with a range of disabilities.
- ii. critically evaluate the stereotypes in these representations in cinema, and
- iii. think about the themes critical to disability studies through films.
- iv. Share poems, literature about selfhood of persons with disabilities

The engagement with the media and the personal responses evoked to these representations and the reading of a few key texts will provide students with the insights required to rethink disability.

Expected learning outcomes:

- Critically appraise dominant constructions of disability in cinema and other popular narratives and challenge those that undermine disabled people's rights, quality and inclusiveness in society
- Students will express capability in deconstructing the bio- psychosocial implications of disability
- Students will gain knowledge and understanding about disability history, rights, policies, and contemporary issues, especially in terms access, agency, advocacy, and voices
- Students will demonstrate improved skills in working with people with disabilities, and increased ability to understand individual and care and family concerns.
- Students will have a broader awareness of the representations , and increased understanding of lived realities of people with disabilities.

b. Overall structure (course organisation, rationale of organisation; outline of each module):



Contents (brief note on each module; indicative reading list with core and supplementary readings)

MODULE1: INTRODUCTION

The initial interaction will introduce the postgraduates of education to understand the discourse of Disability Studies. It will be taught through cinema. Disability has been visible in cinema but has not been registered as human predicament in education. An attempt shall be made to study the portrayal of characters with disabilities, the importance of contexts in the construction of disability, disability and relationships, concerns of embodiment and several other issues arising out of the intersection of Disability Studies and media. Moreover, an attempt shall be made to analyse how films that do not explicitly deal with disability can be read through a "disability" lens. It is envisioned that this approach shall enrich Disability Studies by contributing to a more nuanced understanding of the meaning and construction of disability.

Core Readings

Ghai, A. (2001). 'Marginalization and disability: Experiences from the third world'. In Priestley, M. (ed.) *Disability and the Life Course: Global Perspectives*. Cambridge, UK: Cambridge University Press. pp. 26 – 37.

Norden, M. F. (1994). Chapter 1: Politics, Movies, and Physical Disability. *The Cinema of Isolation: A History of Physical Disability in the Movies*. New Jersey: Rutgers University Press. pp. 1 – 13.

Module 2 MODULE2: CHILDHOOD AND DISABILITY IN FILMS

This module explores various aspects of the lived realities of children with disabilities in India. The themes covered include identity, self-concept and disability, children with disabilities and their families, education and health of children with disabilities, representations of children with disabilities in and films and others. The aims of the module are to study how disability features in childhood studies and explores the intersection of class, caste and gender along with disability in affecting childhood.

Core Reading/s

Dalal, A. and Pande, N. (1999). 'Cultural Beliefs and Family Care of the Children with Disability'. *Psychology and Developing Societies*, 11(1). pp. 55 – 75.

Haller, B. (1995). Rethinking models of media representations of disability. *Disability Studies Quarterly*, 15(2). pp. 26 – 30.

Films

Dosti (1964)

My Left Foot (1989)

Supplementary Reading/s

Goffman, E. (2009). *Stigma: Notes on the management of spoiled identity*. New York: Simon and Schuster.

MODULE 3: FAMILY AND MEDIA

The family is the primary institution of care and support for people with disabilities in India. One of the major issues that a study of the family reveals is an understanding of the ethics of care from the perspective of the receiver of care and their rights. It also opens avenues to discuss commodified and institutionalized care versus the family as the site of care. Disability raises questions about the meaning and purpose of parenthood, the construction of motherhood in the context of disability, the status of people with disabilities within their families, the role of the extended family, the ethics of care and rights to parenthood and family of people with disabilities.

Core Readings

Ghai, A. (2002). 'Disabled women: An excluded agenda of Indian feminism'. *Hypatia*, 17(3). pp. 49 – 66.

Gupta, A., and Singal, N. (2004). 'Positive perceptions in parents of children with disabilities'. *Asia Pacific Disability Rehabilitation Journal*, 15(1). pp. 22 – 35.

Hussain, Y., Atkin, K., & Ahman, W. (2002). *South Asian disabled young people and their families*. Bristol, UK: Policy Press. Joseph Rowntree Association.

Mehrotra, N. (2004). 'Women, disability and social support in rural Haryana'. *Economic and Political Weekly*, 39(52). pp. 5640 – 5644.

Films

Koshish (1972)

Anjali (1990)

Iqbal (2005)

Rain man (1988)

Monica and David (2009)

MODULE 4: EDUCATION AND FILMS

The education of children with disabilities is a major objective of the goal of "Education for All." The module shall explore seminal debates about special education versus inclusive education and the shifts in these debates in response to changing models of disability as well as disability in higher education in India. Issues of access and equity, teacher training, curriculum development, pedagogical approaches, assessments and a universal design of learning shall be some of the major issues explored in this module. Social and cultural studies in education shall also be a part of the module.

Core Reading/s

- Bhattacharya, T. (2010) 'Re-examining Issues of Inclusion in Education', *Economic and Political Weekly*, 14(16), pp.18 – 25.
- Ghai, A. (2006). 'Education in a Globalising Era: Implications for Disabled Girls'. *Social Change*, 36(3), pp. 161 – 76.
- Ghai, A. (2015). 'Chapter 4: At the Periphery: Marginalized Disabled Lives'. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 101 – 165.
- Linton, S. (1998). *Claiming Disability. Knowledge and Identity*. New York: NYU Press.
- Rao, S. (2001). 'A little inconvenience: Perspectives of Bengali families of children with disabilities on labelling and inclusion. *Disability & Society*, 16(4), pp. 531–48.
- Wolbring G and Ghai Anita (2015) Interrogating the impact of scientific and technological development on disabled children in India and beyond. *Disability and the Global South* 2(2). pp.667 – 85. Accessed from <https://disabilityglobalsouth.files.wordpress.com/2012/06/dgs-02-02-07.pdf>. Last accessed on 16th March 2017.

(References can be made to the annotated bibliography on 'Inclusive Education versus Special Education' by AUD.)

Films

Shwaas (2004)

<https://www.youtube.com/watch?v=ID2NY9icy5w>

Black (2005)--

Tarre Zamin Par (2007)

Children of a lesser God

Supplementary Readings

MODULE 5: MARRIAGE, INTIMACY AND SEXUALITY

This module explores the construction of sexuality in the context of people with disabilities in India as well as relations of intimacy and the institution of marriage within the context of disability. An attempt is made to study how ability intersects with normative heterosexuality to restrict the possibilities of constructing sexual identities of people with disabilities and the ways in which people with disabilities adapt to or subvert dominant discourses of sexuality. An attempt shall be made to analyse and critique marriage through the lens of disability and the meanings and role of intimacy. The main concerns of the module shall include the development of sexual identities in the context of disability, the nature of romantic and sexual relationships of people with disabilities, the manner in which the sexual rights of people with disabilities are undermined, the forced desexualisation of people with disabilities and the intersection of gender and sexuality in the context of disability.

Core Readings

Ghai, A. (2015). 'Chapter 4: At the Periphery: Marginalized Disabled Lives'. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 101 – 165.

Tarshi. (2010). *Sexuality and disability in the Indian context*. Working paper. Retrieved from [http://www.tarshi.net/downloads/Sexuality and Disability in the Indian Context.pdf](http://www.tarshi.net/downloads/Sexuality_and_Disability_in_the_Indian_Context.pdf) Last accessed on March 16th 2017.

Vaidya, S. (2015). Sex and sexuality, *The Tribune*. Retrieved from: <http://www.tribuneindia.com/news/spectrum/society/sex-and-sexuality/80439.html> Last accessed on March 16th 2017.

Films/Videos

Mallik, R. (2014). *Sexuality and disability in India*. Retrieved from <https://www.youtube.com/watch?v=6Qk95L0AkPI>

Sparsh (1980)

Children of a Lesser God (1986)

Sixth Happiness (1997)

Maragríta with a Straw (2014)

MODULE 6: DEBATES ON EUTHANASIA

This module shall explore the legal and cultural debates on euthanasia in India as well as transnationally. Studies on euthanasia open up debates about the notion of a life that is considered worth living and the manner in which this notion is defined by discourses from various fields including medicine, culture, law, politics, economics and others. This module also aims to examine how a study of euthanasia enables an understanding of how human vulnerability and dependence are pathologized in contemporary society and in doing so, draws parallels between ageing, disability, illness and other conditions that violate the norm of the able body and hence undermining the right to life for people affected by these conditions.

Core Reading/s

Ghai, A. (2015). Chapter 5: Mystifying Realities: Right to Life. In *Rethinking Disability in India*. New Delhi: Routledge. pp. 166 – 200.

Singh, K., and Gan, G. L. (1996). An Asian perspective on euthanasia. *The Australian Quarterly*, 68(3). pp. 36 – 47.

Films

Guzaarish (2010)

Million Dollar Baby (2004)

b. Pedagogy:

- a. Instructional design: Films will be used to engage students in a discourse on disability
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)
- c. Expertise in AUD faculty or outside: AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others). NA

c. Assessment structure (modes and frequency of assessments)

Assignment	Weightage
In class examination/Movie Review	30%
Home assignment	30%
Final Presentation	a. 40%* An external faculty would assist in evaluating the presentation

c.


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{2nd}.....meeting held on.....^{09/01/2013}.....and has been approved in the present form.


Signature of the Dean of the School



Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	UG
Course title	Contemporary Literatures from Northeast India: Poetry and Fiction
Course code	SUS1EL915
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	MS 2017 (first offered)
Course coordinator and team	Shelmi Sankhil

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is an addition to the basket of Comparative Literature courses offered to students of BA Programmes in the university. The course connects with similar, but more specialised, courses offered by the same instructor at the MA and MPhil levels.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites: prior knowledge level; any others – please specify)
None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
As per AUD/SUS norms.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long
5. How does the course link with the vision of AUD?

By extending the scope of engaged scholarship to the literary artefacts of communities existing on the margins of history and political geography, the course aligns with the vision of the University in its commitment to bridge the social, cultural and political divide through academic excellence.

6. How does the course link with the specific programme(s) where it is being offered?
The course offers the student an opportunity to read imaginative literature from the northeast of India. Various facets of life and experience as embedded and represented in literary works are explored to have a better view of the human condition.

7. Course Details:

550

a. Summary:

This course will introduce students to contemporary literatures from northeast of India. Literary writing in the various languages found in the region is not of recent origin. However, writing in English is not very old either. As for those communities for whom literacy is a twentieth century phenomenon, imaginative writing marks an important phase in their society's transition from orality to the literary.

What the course proposes to do is closely engage with the poetics and modes of literary articulation of the selected poets/writers. The course also presumes that these cultural artefacts both constitute and reflect the evolving realities of the communities of their origination. Within a comparative frame, different modes of literary reading will be introduced to acquaint and equip the student for meaningful encounters with literary texts. The course will also explore the historical underpinnings and contemporary implications of the iterative term "northeast" as a political and literary category.

b. Objectives:

1. To encourage the reading of minor literatures.
2. To extend the lens of academic engagement to the literatures produced by writers from India's Northeast.

c. Expected learning outcomes:

1. More sensitivity in engaging with the region.
2. Improvement at reading complex literary texts.
3. Writing skill enhancement.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Introductory: In this module reading framework of the course will be set by introducing the historical, cultural, political, geographical and linguistic terrains of the region. The module will also discuss the different modes of comparative reading and approaches to literary texts and their suitability for the course. * 24 *

Module 2: Poetry: This module contains five poems from "representative" poets from Arunachal, Assam, Nagaland, Tripura and Mizoram. The module's approach is to read these poems in terms of their form and influence, while also closely following the evocative imageries that are unique to the place and history of their origin.

Module 3: Short Stories: Three stories set in Manipur, Assam and Meghalaya will be read in this module. The stories represent some pertinent themes like violence against women, secessionist movements, social fragmentation and identity consciousness occasioned by the coming of modernity, etc. The chief goal of this module is to undertake a comparative reading of the texts in the context of the region's heterogenous reality.

Module 4: Novels: Two novels by two established women novelists from Nagaland and Assam will be read in this module. Their works address similar issues raised in the texts contained in the two modules before. However, the form of the novel allows for a more in-depth exploration and representation of experiences that are largely specific to the region. The module will also discuss the factors that both influence and contribute in making fiction writing in English a primary domain of women among the Northeast communities for whom education came with and after their encounter with colonialism.

c. Contents (week wise plan with readings):

Week	Plan/Theme/Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Module 1	Framing the course	Tilottoma Misra: "Introduction" to <i>The Oxford Anthology of Writings from North-East India: Poetry</i> . OUP, 2010 Tilottoma Misra: "Introduction" to <i>The Oxford Anthology of Writings from North-East India: Fiction</i> . OUP, 2010	Rajesh Verma. <i>History of Northeast India</i> . Mittal Publication, 2013	
2	Module 1	Continued	John Downing "What is Comparative Reading?" <i>Journal of Reading</i> Vol.21, No. 5 (May, 1978), pp. 701-704		Module 1 carries 20% of the overall assessment. Students will be asked to respond comparatively to the poems in the module. Review of any literary work from the Northeast will be one component. The other will be a quiz-like assessment based on the readings and lectures in this module.

3	Module 2	Poetry	<p>"For a Better Tomorrow": Lalrimawii Khiangte;</p> <p>"Voice of the Mountain": Mamang Dai</p> <p>"The Rock": Nini Langalang.</p>		
4	Module 2	Poetry	<p>"Earthy": Anupama Basumatary, Tr. from Assamese by Pradip Acharya</p> <p>"To my Son": Nilim Kumar, Tr. from Assamese by Rupanjali Baruah.</p>		
5	Module 2	Poetry	<p>"Eklavya of the Longtara": Bijoy Kumar Debbarma, Tr. from Kokborok by Dhaskar Roy Burman</p> <p>"The Border": Narendra Debbarma, Tr. from Kokborok by Bamapada Mukharjee.</p>		
6	Module 3	Short Stories	<p>"The Magical Power of the Necktie" Wan Kharkrang, Tr. by Kynpham S. Nonkynrih</p> <p>"The Crossroads at Mukindon" Moushmi Kandali, Tr. from Assamese by Swargajyoti Gohain.</p>		<p>Modules 2 and 3 carry 40% of the overall assessment. Mid-semester exam will be based on these modules.</p> <p>Students will be required to demonstrate ability in thematic reading of the texts.</p>

7	Module 3	Short Stories	"The Mauled Cub"; Tayengbam Bijoykumar Singh		
8	Module 4	Novels	<i>The Collector's Wife</i> Mitra Phukan	Margaret Zama <i>Emerging Literatures from Northeast India. The Dynamics of Culture, Society and Identity.</i> Sage Publication, 2013.	
9	Module 4	Novels	Continued		
10	Module 4	Novels	Continued		
11	Module 4	Novels	<i>Son of the Thundercloud</i> Easterine Kirc	Veio Pou <i>Literary Cultures of India's Northeast: Naga Writings in English.</i> Heritage Publishing House, 2015	
12	Module 4	Novels	Continued	Amit Baishya, <i>Contemporary Literature from the Northeast: Deathworlds, Terror and Survival</i> Routledge, 2018	Module 4 carries 40% of the overall assessment. Questions will test textual knowledge and comparative reading ability of the student.

8. Pedagogy:

- a. Instructional strategies:
Primarily lecture-mode
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom
- c. Expertise in AUD faculty or outside
AUD faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
None

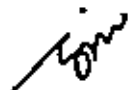
Shelmi Sankhil
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies: *Approved in 13th BOS meeting held on 25/09/2018.*

Suggestions:



Signature of the Dean of the School



Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	UG
Course title	Reading Fantasy: J.R.R Tolkien and C.S Lewis
Course code	SUS1EL916
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS2017-18 (first offered)
Course coordinator and team	Shelmi Sankhil

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is an addition to the basket of Comparative Literature courses offered to students of BA Programmes in the university. The course will introduce students to fantasy as a literary genre and also to its influential practitioners in the twentieth century.

2. – Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
None
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): *As per AUP/SUS norms.*
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
Semester-long
5. How does the course link with the vision of AUD?
The course diversifies courses offered in literature programmes in the university. It caters to the study of two influential writers of the fantasy genre in the twentieth-century.
6. How does the course link with the specific programme(s) where it is being offered?
The course should link well with courses on literary and popular cultures, as the fantasy genre and the two writers in this course are widely adapted and represented in print, cinema and the media.

7. Course Details:

a. Summary:

This course looks primarily at some works of J.R.R. Tolkien and C.S. Lewis. Both these writers represent a collective whose literary project it was to resist the sweeping onslaught of modernist despair in art, literature and philosophy in the first half of the twentieth century in Europe. Their decision to produce a body of literary works that was different in spirit and message, and to steer clear of the philosophical tendencies of the period in preference for traditional virtue, meaning, order and hope, represent a literary constituency often sidelined for the more visible and glamorous practitioners of modernist trends in literary studies and canonisation. The choice of the fantasy genre was both philosophical and literary for Lewis and Tolkien. Both repudiated the idea that considered fantasy as mere exercise in literary escapism and fit only for children. Both strongly advocated the capacity and appropriateness of this genre to communicate truths of a higher order. In that important sense, their works represent a departure even within the fantasy genre.

What this course proposes to do is explore the works of Lewis and Tolkien as an important transition point in the development and "mainstreaming" of the fantasy genre, and to also read them as critiques of modernism and the philosophical tendencies of the period in which they lived.

b. Objectives:

1. Appreciation of fantasy as a literary genre.
2. To understand better the literary poetics of C.S. Lewis and J.R.R. Tolkien.

c. Expected learning outcomes:

1. A fuller appreciation of the fantasy genre as more than mere escapism.
2. A better grasp of the relationship between literature and philosophy

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Introductory: There are four readings in this module. These texts have been selected to provide the necessary interpretive framework for the two modules that follow. The module will also introduce and trace the history of the development of the fantasy genre since the 19th century.

Module 2: J.R.R. Tolkien: Tolkien's prequel to the Lord of the Rings trilogy will be read in this module. Though the book can be read as a stand-alone work, other works of Tolkien will be discussed as well. This will provide continuity in the students' engagement with other more familiar works of Tolkien and also facilitate the opportunity for a fuller appreciation of the author's artistic vision. The module also envisages the exploration of artistic and philosophical divergences between the text and the movie version of the book.

Module 3: C.S. Lewis: The seventh and last book in the Narnia Series will be read in this module. Students are expected to have a working knowledge of the first six books as well. This is in keeping with the authorial design to read these books as narrating a single cohesive story of Narnia.

c. Contents (week wise plan with readings):

Week	Plan/Theme/Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Module 1	Framing the course	"Existentialism" Copleston, F.C.	Selections from <i>The Cambridge Companion to Modernism</i> . Michael Levenson(ed.) CUP, 1999.	
2	Module 1	Framing the course	"This Fear of Dragons" Ursula Le Guin	Selections from <i>The Twentieth Century Fantastists</i> Kath Filmer (ed.) Macmillan, 1992.	
3	Module 1	Framing the course	"The Meaning of Fantasy" by C.S. Lewis "Mythopoeia" J.R.R Tolkien	Selections from <i>The Victorian Fantastists</i> Kath Filmer (ed.) Macmillan, 1991.	Module 1 carries 20% of the overall assessment. Questions will test the student's ability to grasp the different points raised in the readings.
4	Module 2	J.R.R Tolkien	<i>The Hobbit</i>	<i>Tolkien and the Invention of Myth</i> Jane Chance (ed.) University Press of Kentucky, 2004.	
5	Module 2	Continued	Continued	Joseph Pearce. <i>Tolkien: Man and Myth</i> . HarperCollins, 1998.	

6	Module 2	Continued	Continued		
7	Module 2	Continued	Continued		Module 2 carries 40% of the overall assessment. Questions will test the student's textual understanding and ability to articulate with a fair degree of criticality.
8	Module 3	C.S Lewis	<i>The Chronicles of Narnia: The Last Battle</i>	Michael Ward. <i>Planet Narnia: The Seven Heavens in the Imagination of C.S. Lewis.</i> OUP, 2007..	
9	Module 3	Continued	Continued	Walter Hooper. <i>C.S. Lewis: A Companion and Guide.</i> HarperCollins, 1996.	
10	Module 3	Continued	Continued		
11	Module 3	Continued	Continued		
12	Revision week				Module 3 carries 40% of the overall assessment. Questions will test textual understanding and articulation with a fair degree of criticality.

8. Pedagogy:

a. Instructional strategies:

Lecture mode

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom

c. Expertise in AUD faculty or outside

AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

2018

Shelmi Sankhil
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies: *Approved in 13th BOS meeting held on 25/09/2018.*

Suggestions:

[Signature]

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	SSH
Course title	Democracy and Development in India
Course code	SUS1PO735
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2014
Course coordinator and team	Dr. Ishita Mehrotra

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course deals with the concept of democracy as it has evolved over time and how it is related to development institutions and processes. As such it does relate to other courses being offered in Political Science and other programmes in AUD.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No specific requirements

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS and AUD policy

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long

5. How does the course link with the vision of AUD?

AUD is a university envisioned on the principles of equality and social justice – values very central to democracy. This course will introduce students to the political, economic, social institutional arrangements in Indian democracy that promote/limit the pursuit of these ideals.

6. How does the course link with the specific programme(s) where it is being offered?

SSH is an interdisciplinary programme which allows students to acquire basic skills in a combination of disciplines, including Political Science. This course will be offered as a Political Science elective. It will introduce students to the concepts of democracy and development, how the two are connected and what has their journey been in post-independent India. Considering that the course discusses India's democratic structures and processes and development programmes – for example, panchayats, planning, models of development, idea of governance, and challenges to development etc-- it would undoubtedly feed into other courses/disciplines.

7. Course Details:

a. Summary:

The course aims to understand the Indian road to development and its complex relationship with democracy. On the one hand, it is a historical journey into the evolution of 'Indian Development Model', on the other hand, it is an exploratory venture into the economics and politics of development in India today. It briefly discusses the transformations occurring in the development process under the influence of globalization which are creating new power dynamics as well as of the response to these transformations in the form of protest movements.

b. Objectives:

The course tries to unpack the Indian model of development and its relationship with democracy through situating the process of economic development in the wider context of political democracy in postcolonial India.

c. Expected learning outcomes:

At the end of the course, it is expected that the students will be familiar with how the meaning of democracy and development and how the relationship between these two concepts has evolved over time. Students should be able to demonstrate critical understanding of contemporary political circumstances and development strategy and the challenges and alternatives to them.

d. Overall structure (course organisation, rationale of organisation; outline of each module): see point e below

e. Contents (week wise plan with readings):

Module	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Interaction of Democracy and Development in India	Indian democracy is curious case- it is too large to ignore and has challenged almost all theories formulated regarding conditions for sustaining democracy. This module looks at one of the two historical preconditions Atul Kohli mentions for success of Indian democracy- the legacy of centralized state control under colonial India and its transformation in the post colonial state and how it shapes the Indian model of	Bose, Sugata, (1997), <i>Instruments and Idioms of Colonial and National Development</i> , in Cooper, Frederic and Packard, Randall (ed.) <i>International Development and the Social Sciences</i> , PP.	Menon, Krishna (2011), <i>Democracy and Development in India</i> . Available at: http://socialscience.s.in/article/democracy-and-development-india Bardhan, Prunab: <i>Democracy and Development in India: A Comparative Perspective</i>	

		development. Starting from 1947 it tries to understand the impact of politics on development.	45-63 Sengupta, C (2010), Burden of exception? Deficits and deepening of democratic development in India in Chandan Sengupta and Stuart Corbridge (ed.) Democracy, Development and Decentralisation in India: Continuing Debates, Routledge, New Delhi Mukherjee, R (2010). The Political Economy of Development in India, in Sumit Ganguly and Rahul Mukherji, <i>India since 1980</i> , Cambridge University Press, New York Kohli, Atul (2001), <i>The State and Poverty in India</i> . Cambridge: CUP/ Introduction and chapters 1 & 2		
2	Deepening Democracy: Decentralization Model (Panchayati Raj Institutions)	The module looks at the question whether democratic deepening is a matter of political	Jayal, N (2007) Introduction, in Niraja Gopal Jayal, Amit	Panchayati Raj and Traditional Institutions of Governance in Niraja	Mid-sem exam based on modules 1 and 2. 40% weightage. Schedule as per

		<p>democracy or is it also about deepening of development. The essence of democratic decentralization is local governance with inputs from the local people about political institution and the development process. In about a little more than 20 years of institutionalization of panchayati raj in India, local self governance has met with limited success (Manor) and the politics of inclusion and exclusion has kept the basic tenets of the Gandhi- Ambedkar debate relevant in the present context. The module tries to cover these issues along with a discussion on evolution and trajectory of PRIs in India.</p>	<p>Prakash, and Pradeep K. Sharma (eds.) <i>Local Governance in India: Decentralization and Beyond</i>, Oxford university Press, New Delhi</p> <p>Manor, J (2011), <i>Perspectives on Decentralization</i>, working paper no 3, ICLD Swedish international centre for local democracy</p> <p>Kabeer, Naila (2005). <i>Gender Equality and Women's Empowerment in Gender and Development</i>, Vol.13, No.1</p>	<p>Gopal Jayal, Amit Prakash, and Pradeep K. Sharma (eds.) <i>Local Governance in India: Decentralization and Beyond</i>, Oxford university Press, New Delhi</p>	<p>AES calendar.</p>
3	Development Debates in India	<p>Picking up the thread from module 1, this module looks at the debates around development in India through discussion on Bombay Plan, Gandhi – Nehru debate, Nehru - Mahalanobis approach to development, Economic Liberalization Model and Neo Liberal Reforms. This module also looks at</p>	<p>Chatterjee, Partha, (2000) 'Development Planning and the Indian State' in Hasan, Zoya (ed) <i>Politics and the State in India</i>, pp. 115-141, Sage Publications</p> <p>Nanda, B.R.. (1995). <i>JawaharLal Nehru: Rebel & Statesman</i>,</p>	<p>Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part I: The 1980s'. <i>EPW</i>, Vol.41, No.13</p> <p>Kohli, Atul. 2006. 'Politics of Economic Growth in India, 1980-2005: Part II: The 1990s and Beyond'. <i>EPW</i>, April 8.</p> <p>https://www.youtube.com/watch?v=NvccWbzHdZA.</p>	

		the role of planning in development.	Chapter 3 (Gandhi and Jawaharlal), PP. 22-55, Oxford University Press Kaviraj, Sudipta,(1996), 'Dilemmas of Democratic Development in India' in Adrian Leftwich edited <i>Democracy and Development: Theory and Practice</i> , Cambridge, Polity Press	Lecture delivered on Rights Based Approach to Development by Jairam Ramesh at Brown.	
4	Governance and its Crisis in India	Within the disciplinary boundaries of political science governance is understood as a direction to polity and economy. The concept of governance was first problematized by the World Bank in 1989. This module looks at the new definition of governance and its relationship with democracy and development. It critiques the managerial/technical definition of the concept as it precludes both substantive	Jayal, N, The governance agenda: Making democratic development dispensable, <i>Economic and Political Weekly</i> , vol 32(8), February 22, 1997 Mathur, K. (2011), <i>From Government to Governance</i> . New Delhi: National Book Trust	Chidambaram, P (2018). Across the aisle: Minimum government, maximum damage. Available at: https://indianexpress.com/article/opinion/columns/minimum-government-maximum-damage-arun-jaitley-bjp-5085043/ Ruparelia, Sanjay (2015). 'Minimum Government, Maximum Governance': The Restructuring of Power in Modi's India. <i>Journal of South Asian Studies</i> , Vol.38. Issue 4	Term paper based on modules 3 and 4: 30%

		democracy and development.	Stoker, G (1998) Governance as theory: five propositions, <i>International Social Science Journal</i> , Volume 50, Issue 155, pages 17-28, March 1998		
5	Critique of Development & Forms of Political Contestation over Development Paradigms	The module draws from the writings of Aditya Nigam, Amit Bhaduri and Amartya Sen to question the deficits of the existing model of development and propose an alternative thinking about it. tries to understand how people have responded to democratic deficits of development and how the State has labelled them undemocratic and violet threats to national security. For example, the State-tribal conflict in Chhattisgarh on the issues of forest rights, livelihood, mining and women's right.	Bhaduri, Amit (2005), <i>Development with Dignity</i> ; National Book Trust, New Delhi Dreze J., and Sen, A (2013) <i>A new India</i> , in Jean Dreze and Amartya Sen (eds.) <i>An uncertain glory: India and its contradictions</i> , Princeton University press, UK Ray, Rana and Katzenstein, Mary Fainsod. (2005) <i>Social Movements in India</i> . New Delhi: Oxford University Press. Baviskar, Amita (1995). <i>In the Belly of the River: Tribal</i>	Roy, A (2010). <i>Walking with the comrades</i> , <i>Outlook</i> , March 29 Nigam, Aditya (2011). <i>Desire named Development</i> , Penguin Books, New Delhi	Student presentations. 30% weightage. Schedule as per AES calendar.

			Conflicts over Development in the Narmada Valley, Delhi; OUP		
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8. **Pedagogy:**

a. Instructional strategies:

Lectures, student led presentations and discussions, use of films and documentaries such as Newton will also be used.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Library, classrooms equipped with projector facility

c. Expertise in AUD faculty or outside

The course will draw on in-house faculty.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{13th}.....meeting held on.....
25/09/2018.....and has been approved in the present form.



Signature of the Dean of the School

Ambèdkâr University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	SSII (Political Science)
Course title	Introduction to Politics
Course code	SUS1PO 731
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2012
Course coordinator and team	Priyanka Jha and Ishita Mehrotra

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**
 Interdisciplinarity is the ideal cherished by AUD. Interdisciplinary teaching cannot be developed in reality unless the students develop an insight into politics. In this context it is considered appropriate enough to introduce this course which may benefit the students of varied discipline and specialisations. The objective of this course is to develop familiarity of students with the basic political concepts and debates in political theory and thought. This course shall introduce the students of social sciences and humanities with the various ideas and concepts that engage with.
2. **Specific requirements on the part of students who can be admitted to this course:**
 (Pre-requisites; prior knowledge level; any others – please specify) None
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):** 40
4. **Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):** Semester Long
5. **How does the course link with the vision of AUD?**
 This elective course is envisaged to be offered in the second semester, School of Undergraduate Studies (SUS). The course seeks to introduce themes and concepts which are indispensable to the study of politics. The themes and concepts in this course are structured so as to inculcate a thrust towards conceiving inclusive vision of politics through critical reflection of the various entrenched/stabilized assumptions. This cannot but resonate with the larger vision envisaged by the University and the School.
6. **How does the course link with the specific programme(s) where it is being offered?**As offered in the second semester, this course is an introduction with the Political concepts and concept they would engage over the course of their graduation.
7. **Course Details:**
 - a. Summary:

The orientation of the course is such that it aims to escape a certain conundrum where a strict adherence to either variant of political theory -normative and critical kinds- invariably leads to a disabling engagement with the other. The course, therefore, plans to undertake a study of politics through a creative blend of both the normative and the critical aspects. The course consists of 6 modules. It starts with describing the connection between politics and political theory followed by the engagement with wide ranging themes broadly schematized under the rubrics of political ideologies, normative values, and democracy. An ample reading list (both essential and supplementary) is provided for each module to cater to the diverse needs and interests of the students and also to facilitate them for further exploration

- b. Objectives: By way of introducing the students to the various important themes and concept of politics, the objective is to expose them to the various contestations marking the field of politics. The point is not to merely engage the students at the abstract level of concepts and theories. Rather it is to draw them to an understanding how the concepts and values of political theory have significant bearing on the everyday life and our existence as political beings in a world deeply marked by exclusionary practices and unequal power relation.
- c. Expected learning outcomes: Understanding of political theory and thought and Politics.
- d. Overall structure (course organisation, rationale of organisation; outline of each module):

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
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<p>1&2</p>	<p>Module 1: Politics and Political Theory/Philosophy</p>	<p>The opening module discusses the question of politics and how it informs the subject-matter of political theory. The dominant orientation of political theory has been the liberal paradigm where the emphasis is on conceiving the notion of good life, right and wrong, morality, etc. The module engages in the exploration of this particular mode of understanding politics while it also brings in the ideological understanding which questions the very foundations on which the normative assumptions are based. This cannot be meaningfully dealt with without underlining the historical and epistemological backdrops which accordingly give rise to the conflicting views of political theory. The</p>	<p>Bhargava Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. Pearson, 2008. (Chapter 1 and 2). Freedon, Michael. "Ideology, Political Theory and Political Philosophy," In Handbook of Political Theory, edited by Gerald F. Gaus and Chandran Kukathas. New Delhi: Sage Publications, 2004.</p>	<p>McKinnon, Catriona. "Introduction." In Issues in Political Theory, edited by Catriona McKinnon. Oxford University Press, 2012.</p>	
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		coalescing of the normative and the critical aspects in the understanding of politics will set the tone for the subsequent modules starting with the political ideologies.			
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3, 4 & 5	Module Normative Ideologies	2: This module deals with the normative ideologies, namely, liberalism, Liberal-Feminism, Conservatism, and Communitarian. An engagement with this set of ideologies cannot but engenders a discussion on the trinity-individual, society and state. How is individual conceived? Is individual prior to society or is it the case of society determining the individual? How important are the societal and community values so as to justify the infringement of the domain of the individual? To what extent can these values be said to be important or significance for the political life of the individual? A crucial component in this larger scheme of things is the entity called 'state'. What is state? How is state envisaged?	Ball, Terence, et al. Political Ideologies and the Democratic Ideal. Pearson, 2014 (Selected Chapters)	Heywood, Andrew. Politics. Palgrave Macmillan. 2002. (Selected chapters)	Assignment 1: 20%
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		<p>How is the relevance of the state conceived?</p> <p>What are the roles and functions expected of or attributed to the state? This set of questions invariably gives rise to the issue of power. What is power? How do we understand power? Where is it located?</p> <p>The module will examine these various interrelated facets with respect to the specific ideology in question and will also look at the points of contention and intersection (if any) between these varied normative ideologies.</p>		
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6, 7 & 8	Module 3: Critical Ideologies	<p>This module will serve as a continuation of the preceding module; it looks at how the entrenched assumptions and understandings of individual society, and state and the accompanying issue of power receive a major scrutiny and reorientation under the lens of critical ideologies, namely, Marxism, Postmodernism, and various contra-liberal brands of feminism. Each of these critical ideologies will be discussed accompanied by delineation of the trajectory how these ideologies intertwine.</p>	<p>Bryson, Valerie. <i>Feminist Political Theory: An Introduction</i>. Palgrave macmillan. 2003. (Selected chapters)</p> <p>Goodin, Robert E., Philip Pettit, and Thomas Pogge, eds. <i>A Companion to Contemporary Political Philosophy</i>, volume 1. Blackwell Publishing, 2007. (Selected Chapters)</p>	<p>Heywood, Andrew. <i>Politics</i>. Palgrave macmillan. 2002. (Selected chapters)</p>	<p>Mid Semester according to University Schedule: 30%</p>
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9&10	Module 4: Political Values I: Liberty and Equality	<p>The engagement with political values namely, liberty and equality will be the concern of this module. Emphasis will be on the conceptual elucidation of the two values. Some of the important debates on the two values will be touched upon. The exercise will also involve looking at the issue concerning the relation between liberty and equality. What does it mean to talk about liberty without equality or vice versa?</p>	<p>Bhargava, Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. Pearson, 2008. (Selected chapters)</p> <p>Goodin, Robert E., Philip Pettit, and Thomas Pogge, eds. A Companion to Contemporary Political Philosophy, volume 1. Blackwell Publishing, 2007. (Selected chapters)</p>	<p>Berlin, Isaiah. "Two Concepts of Liberty" In Four Essays on Liberty. Oxford University Press, 1969.</p>	Assignment II: 20%
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11& 12	Module 5: Political Values II: Justice and Rights	<p>The engagement with political values namely, justice and rights will be the concern of this module. Emphasis will be on the conceptual elucidation of the two values. Further, some of the important debates on the two values will be touched upon. The exercise will also involve looking at the relation between justice and rights. Does the question of justice invariably involve the issue of rights and vice versa? If so, how is the relation to be envisaged or understood?</p>	<p>Shrivastava, Rajeev, and Ashok Acharya, eds. Political Theory: An Introduction. Pearson. 2008. (Selected chapters)</p> <p>McKinnon, Catriona, ed. Issues in Political Theory. Oxford University Press, 2012. (Selected chapters)</p>	<p>Kymlicka, Will. Contemporary Political Philosophy: An Introduction. Oxford University Press, 2002.</p>	
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<p>13 & 14</p>	<p>Module Democracy</p>	<p>6: Much of what have been discussed in module 4 and 5 will serve as a kind of background understanding as this module engages with the demystification of democracy. Democracy as system of government and democracy as embodiment of normative values will be outlined and discussed. The normative values act as moral foundation in the claim of liberal democracy as epitomizing inclusion. This claim of liberal democracy has been contested. The contention is that liberal democracy invariably involves exclusion and violence. Given this, the issue is how to conceive inclusion that would go beyond the paradigm of liberal democracy.</p>	<p>Gutmann, Amy. "Democracy" In A Companion to Contemporary Political Philosophy: Volume 1, edited by Robert E. Goodin. Philip Pettit and Thomas Pogge. Blackwell Publishing, 2007.</p>	<p>Young, Iris Marion. "Polity and Group Difference: A Critique of the Ideal of Universal Citizenship," Ethics, Vol. 99, No. 2 (Jan., 1989): 250-274.</p>	<p>End Semester according to University Schedule 30%</p>
<p>7</p>	<p>-</p>				
<p>8</p>	<p>-</p>				

9	-				
10	-				
11	-				
12	-				

8. Pedagogy:

- a. Instructional strategies: Classroom Teaching
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom
- c. Expertise in AUD faculty or outside : Inside AUD
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NA

Priyanka

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{3rd}.....meeting held on.....
13/03/2013.....and has been approved in the present form.

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Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	Political Science (SSH)
Course title	Politics in South Asia
Course code	SUS110733
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/1 st G Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2019
Course coordinator and team	Priyanka Jha

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course connects to the courses that invokes South Asia as a region in the majors of History, Sociology, Gender, Literature and Cultural studies.

As one of the courses proposed within the basket of elective courses in the cohort of Political Science, it intends to impart a broader understanding of the socio-political and economic concerns that South Asia as a region shares. This course is intended to be one that caters to the needs of Comparative Politics, Foreign Policy and International relations that are key to the study of Political Science. This paper would help students contextualise India's positionality in South Asian Context as well as that of Global. The various themes shall introduce the students to multidimensionality of the region and subcontinent.

2. Specific requirements on the part of students who can be admitted to this course:
 Understanding of Nation in India and Indian Politics, History of Colonialism and Imperialism.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 40
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester Long

5. How does the course link with the vision of AUD?

This course shall introduce the students to various global and subcontinental commitments espoused by India in the form of larger political concepts, aspirations and values. The orientation of this course is interdisciplinary in nature and shares the larger institutional vision of School of Undergraduate Studies as well as the University. This course will also create a foundation for launching, later, a BA with Major in Political Science at AUD.

6. How does the course link with the specific programme(s) where it is being offered? With regard to the connection with other Political science courses, as offered in fourth Semester, it introduces regional as well as global politics to them and India's positionality in the same.

7. Course Details:

a. Summary:

This course is an attempt to understand the South Asian region thematically. It involves studying the political structures and processes of governance, in addition to the socio-economic dynamics operating in the region. The course can be seen as a unique combination of themes and concepts drawn from other conventional courses like Indian government and politics and Comparative politics. The course aims to provide a holistic understanding of various issues and challenges faced by the countries in this region, for instance- political instability, terrorism, migration, ethnic conflicts, and economic disparity, etc. Considering the fact that countries in this region like India, Pakistan, Bangladesh, Nepal, Bhutan, Sri Lanka and Maldives share a common historical background, the course will begin with developing an understanding about their common past and from there on moving towards distinct trajectories.

b. Objectives:

To understand South Asia as a context to be able to engage with India in a manner distinct from the lens of political theory. Nuances of India's Foreign Policy in the Subcontinent and its politics.

c. Expected learning outcomes: Understanding of South Asia as a region, its politics, India's engagement and positionality in the same.

Introduction to subfields of Political Science: Comparative Politics, Foreign Policy and International Relations.

d. Overall structure : Given below

e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)

1 and 2	Understanding South Asia.	This module shall be introductory set of lectures that shall attempt to understand the region from Social, Cultural and Historical perspective. Post colonial frame of history, Cultural embeddness. Shift from Geopolitical understanding to Cultural situatedness	<ol style="list-style-type: none"> 1) Hewitt, V. (2010) 'International Politics of South Asia' in Brass, P. (ed.) <i>Routledge Handbook of South Asian Politics</i>. London: Routledge, pp.399-418. 2) Muni, S.D. (2003) 'South Asia as a Region', <i>South Asian Journal</i>, 1(1), August-September, pp. 1-6 	<ol style="list-style-type: none"> 1) Jayawardene. Kumari, <i>Feminism and Nationalism in the Third World</i>, Kali, 1986 2) Kohli, Atul, 2001. "Indian Democracy: the Historical Inheritance," chapter 2 in <i>The Success of India's Democracy</i>, edited by Atul Kohli, Cambridge University Press, p. 23-46 	
3 and 4	Politics and Governance	Systems of Political Processes: Types of Government. Democracy. Authoritarianism, Military Regime, Decentralisation and Constitution Making Processes	<ol style="list-style-type: none"> 1) Baxter, C. (ed.) (1986) <i>The Government and Politics of South Asia</i>. London: Oxford University Press, pp.376-39 2) De Silva, K.M. (2001) 'The Working of Democracy in South Asia', (pp-15-52) in Panandikar, V.A (ed.) <i>Problems of Governance in South Asia</i>. New Delhi: Centre for Policy Research & Konark Publishing House. pp. 46-88. 	Kukreja, V. 2011. 'Federalism in Pakistan', in Saxena R. (ed.) <i>Varieties of Federal Governance</i> . New Delhi: Foundation Books, pp. 104-130.	Mid Semester Exam as per University Schedule: 30%

5 and 6	Political Economy and Development	This module shall focus on economic transitions and choices for development. Economic Structures and Reforms; Involvement of world Bank and IMF. Structural Finances. Shifts towards Micro Finance and Sustainable Women led developments	<ol style="list-style-type: none"> 1) Burki, S.J. (2010) 'Pakistan's Politics and its Economy', in Brass, P. (ed.) <i>Routledge Handbook of South Asian Politics</i>. London: Routledge, pp. 83-97. 2) Kaul, N. (2008) 'Bearing Better Witness in Bhutan', <i>Economic and Political Weekly</i>, 13 September, pp. 67-69. 	Kabeer, Naila (2010) <i>Mainstreaming Gender in the Social Protection for the Informal Economy</i> . Commonwealth Secretariat, London, pp 1-49, 197-242.	
7 and 8	Regional Integration and Cooperation	Non Alignment, SAARC and SAFTA, Economic and Cultural Integration	<ol style="list-style-type: none"> 1) Narayan, S. (2010) 'SAARC and South Asia Economic Integration', in Muni, S.D. (ed.) <i>Emerging dimensions of SAARC</i>. New Delhi: Foundation Books, pp. 32-50. 2) Muni, S.D. and Tetley, R. (2010) 'SAARC prospects: the Changing Dimensions', in Muni, S.D. (ed.) <i>Emerging dimensions of SAARC</i>. New Delhi: Foundation Books, pp. 1-31 		Assignment: 20%

9 and 10.	Regional Issues and Concerns	Migration, Poverty, Gender Inequality and Ethnicity	<p>1) Phadnis, U., S.D Muni and Kalim Bahadur (1986) 'Ethnic Conflicts in South Asian States', in Muni, S.D. et.al. (eds.) <i>Domestic Conflicts in South Asia Political Dimensions</i>. Vol.1, New Delhi: South Asian Publishers, pp.100-11</p> <p>2) Lama, M. (2003) 'Poverty, Migration and Conflict: Challenges to Human Security in South Asia', in Charj, P.R. and Gupta, S. (eds.) <i>Human Security in South Asia: Gender, Energy, Migration and Globalisation</i>. New Delhi: Social Science Press, pp. 124-144</p> <p>3) Acharya, J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) <i>Peace as Process: Reconciliation and Conflict Resolution in South Asia</i>. New Delhi: Vedams .pp-137-157</p>	<p>Acharya. J. and Bose, T.K. (2001) 'The New Search for a Durable Solution for Refugees: South Asia', in Samaddar, S. and Reifeld, H. (eds.) <i>Peace as Process: Reconciliation and Conflict Resolution in South Asia</i>. New Delhi: Vedams .pp-137-157</p> <p>Chopra,Radhika(2004), <i>South Asian Masculinities.Context of Change,Sitesof Continuity</i>, Kali for Women. Introduction.</p> <p>Fernandes, Leela (2018)<i>Routledge Handbook on Gender in South Asia</i>.Routledge, London Selected Chapters.</p>	Assignment & Class Presentation 10%
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11 and 12th	Movements and Solidarities, Another South Asia	Track II Diplomacy, People's Movements, Human Rights and Solidarities	Ludden, David (2002) <i>India and South Asia: A Short history</i> by Oneworld Publication, London. Selected Chapters. Chenoy, Anuradha (2002), <i>Militarism and Women in South Asia</i> , Kali for Women, New Delhi, Introduction. Fernandes, Leela (2018) <i>Routledge Handbook on Gender in South Asia</i> , Routledge, London. Selected Chapters.	Documentary: <i>Daughter Of Nepal</i> , Surbhi Dewan, 2018, 34 Minutes	End Semester Exam (as per University Schedule): 40%
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8. Pedagogy:

a. Instructional strategies:

Classroom Lectures, Invited Talks and Documentary Screenings

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

b. Expertise in AUD faculty or outside : Within and Outside. Invited Lectures from South Asian University and Centre for South Asian Studies, JNU

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{13th}.....meeting held on.....^{25/07/2018}.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B A Honours Programmes (SCH)
Course title	Digital Storytelling from the Field
Course code	SUST EI 901
Total Credits	4 credits
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG Semester VI
Proposed date of launch	WS 2013
Course coordinator and team	Surajit Sarkar (Course Coordinator) + Guest faculty

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

- i. The course builds upon the increasing use of digital methods of research and availability of pre-existing digital AV information available to researchers – from images and text to video and audio recordings.
- ii. The course will make students recognise the importance of the audio-visual production process as an social science research tool. They will learn theory and skills in recording, translating and transcribing audio visuals. In addition, they will be made aware of subtexts and power-play in the visual image and the interactins between various media forms in digital communication.
- iii. This course offered as part of SUS electives would provide an opportunity to students to envision alternative and innovative routes, like oral narratives and history, to approaching social science research in class and in further education.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

- i. Students need to be familiar with Multimedia computer use.
- ii. Knowledge of graphics (eg photoshop), audio editing or video editing (eg. Windows moviemaker) programs desirable.
- iii. No prior filmmaking expertise will be assumed and participants will be instructed in the basic techniques of camerawork, sound-recording and editing.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD guidelines

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Winter Semester

5. How does the course link with the vision of AUD?

Bringing Oral and non-codified knowledge and Lived Experience into the academic framework is part of the CCK mandate. Drawing upon Visual Anthropology in turn also

widens the scope of the course and makes it interdisciplinary. The course also caters to a range of readings, with a scope for exploring different genres of digital narratives – like interviews, self reflection, participant-observation. It is part of the AUD vision with which a centre like CCK has evolved in the University.

6. How does the course link with the specific programme(s) where it is being offered?

The course builds upon the increasing use of digital methods of research and availability of pre-existing digital AV information available to undergraduate students for their research assignments – from images and text to video and audio recordings.

7. Course Details:

a. *Summary:*

Every day, all around us, multimedia technology combines recorded images, sounds, and movement to bring the word-of-mouth to life. The Digital Storytelling (DS) course will teach this by being part storytelling workshop, part technology training, and an introduction to social science research.

The course will explore the use of observational/ ethnographic camera images, and associated editing techniques to facilitate another way of knowing. The open-ended, content-led approach to documentation, where filming forms part of the research process rather than taking place at the end of a research period, makes it different from standard documentary practice. Students presentation of their work-in-progress, will allow them to reflect critically upon the images they have created and edited and to appreciate how the learning process has been enhanced.

Course work will be a mix of classroom sessions, and field projects that take up cases for exploration. In the process, students will learn hands-on about the human and social landscape which forms the terrain for social science and humanities research. The course will help students to learn to listen, record and tell stories from memories and recollections of personal experience and shared life histories.

The transactional nature of the course allows students with disabilities opportunities to interact with other students. Also, learning to engage on an equal basis with other students is important for students. This course brings together these two needs within the framework of a curriculum-oriented activity: integration through learning.

The course is located in the disciplinary area of Visual Anthropology and Digital Communication.

b. *Objectives:*

- i. To develop digital story telling and narrative making skills, both self generated and based on listening to others. This includes researching for the story; scripting the content; field recording and interviewing – audio and video; collecting visual content – photo, video, other images; and combining audio and visual strands in editing the final story.
- ii. To develop communication skills with the subject. Important aspects of interviewing and audio recording.
- iii. To prepare students with skills for handling equipment to carry out digital AV recording, editing and dissemination, both on-line and off-line.

c. *Expected learning outcomes:*

DS is a combination of storytelling techniques and digital affordances, with a social sciences and humanities focus.

The course introduces learners to multiple forms of digital storytelling, and outlines frameworks of understanding associated with their use.

Learning outcomes include finding and clarifying insights and emotions; identifying the 'moment' ; images, meanings, multiplicities and ways of 'seeing' a story ; explicit and implicit communication.

The course will be help in the development of skills in real, meaningful and in context, allowing the integration between logical and narrative thinking. Involving students in peer interaction facilitates students with special needs and learning to improve writing, reading and in developing digital skills.

Shareable Outcomes include Student classwork that make clear the differences between advocacy and self-advocacy, and how they address challenges they face, while graded assignments include Visual and Digital elements.

d. **Overall structure** (course organisation, rationale of organisation: outline of each module):

The course is organized in four modules:

Module 1: Storytelling and Communication – Born Digital, and pre-Digital (analog). The Social in Storytelling – Locating the storyteller.

Module 2: Visual and Digital techniques, Elements and Practice. An introduction to equipment and associated software.

Module 3: Using memory and experience – from Digital archives to Social Media. learning in an environment that and authentic literacy learning activities
- Histories of everyday lives and livelihoods as sources of intangible knowledge. Other aspects of Orality – from ethnography, literature and films.

Module 4: Developing Oral Narratives – methodologies and interpersonal processes. Co-authorship and building contributions. Ethics – privacy, consent and copyright.

Assessment methodology

2 x classroom assignments –ungraded

2 x Graded assignments

1 x Final assignment / end of term exam

(Weightage = 30% + 30% + 40%)

e. **Contents** (week wise plan with readings):

Week 01

Storytelling and communication - An introduction to storytelling. Marking steps in digital story telling. Identifying and using storytelling skills. Developing a narrative on paper in visual frames (Storyboarding).

Week 02

Creating two kinds of digital outputs – video with sound or audio with photo slide show. Locating the image maker - how does your subject perceive you? Building rapport and interviewing skills.

Week 03

Recognising sequence of actions from preliminary research, interviews, associated images, identifying core details of story, creating succinct narrative to tell the story without missing main points.

Week 04

Sources of knowledge - codified and un-codified. Oral History, Oral narratives - using Memory and lived experience. Methodologies in oral recording - communities, subjects and the interviewer. The myth of the 'neutral' interviewer - dispassionate interviewer.

Week 05

"Sharing stories": The use of oral techniques and fieldwork to unravel the experiential aspects of recollection. Ways of seeing, perceiving and telling. The role played by recording and video taping as means to evoke empathy, interpretation and inter-subjectivity.

Week 06

Life histories as sources of intangible knowledge and praxis. Different ways orality can be understood - as supportive, or as a threat. Three aspects of recording orality - cataclysmic or life shaking event; everyday life - recollection and memory. Orality and speaking memories in and outside literature.

Week 07

Approaching the subject - methodologies of one-to-one individual, group discussions, replaying to subject for feedback. Interviews, showing their setting, surroundings and highlighting a common theme. Experiences by invited speakers .

Week 08

Stories from home and family. The outcomes should have images of the neighbourhood, home and subjects surroundings. The use of family album and other historical images and sounds connected to the subject, besides talking heads.

Week 09

Viewing Ethnographic film - This week is a combination of film screening and discussion. Students will discover how use of oral narratives can be both democratic and empowering, or contribute to stereotyping. Invited speaker will describe process used, the challenges, pitfalls, failures and highs. They will also explain how oral narratives are powerful for their work.

Week 10

Drawing on documentary processes from photography and film/video. Ethics - privacy, consent and copyright. Representing / misrepresenting peoples perspectives. Difference between researchers and journalist perspectives. Ethics of recording , informed consent and emancipatory research agendas.

Week 11

Visual methods in social science research design. issues of personal and procedural reflexivity and acknowledging diverse ways of recording, viewing, and analysing. Annotating the interview - contextualizing and dating. Translation and transcription.

Week 12

Ethnographic interviewing as part of research process. Life histories as sources of intangible knowledge and praxis. Using memory of work and livelihoods. 'Lesser known' stories from a community – family to neighbourhood or a city. Carrying out background research on subject, topic and location. Identifying location contact before stepping out with a recording device.

Readings and other resources

Readings

Vashishta, M – *Deaf in Delhi. A Memoir*, Gallaudet University Press, 2006 (as pdf)

Grimshaw, A. *The Ethnographer's Eye: Ways of Seeing in Modern Anthropology*. Cambridge University Press, 2001.

Lanning, Greg; *Television History Workshop, Project No 1: The Brixton Tapes*. History Workshop, No. 12 Pg 183-88; 1981 (as pdf)

Panos Institute ; *Giving voice: Implementing oral testimony projects*, Panos, London, 2003 (as pdf)

Ruby, Jay : *Being an Anthropologist without doing Anthropology. . . with Pictures*, PIEF Newsletter; 1973 (paper as pdf)

Mukherjee, Suroopa. *Surviving Bhopal. Dancing Bodies, Written Texts, Oral Testimonials of Women in the Wake of an Industrial Disaster*, Palgrave Studies In Oral History. N York: Palgrave Macmillan, 2010.

Web resources

<https://digitalstorytelling.coc.uh.edu/> - Educational Uses of Digital Storytelling

<https://wrd.as.uky.edu/sites/default/files/cookbook.pdf> - Digital Storytelling Cookbook online

<http://langwitches.org/blog/wp-content/uploads/2009/12/Digital-Storytelling-Guide-by-Silvia-Rosenthal-Tolisano.pdf> - Digital Storytelling Tools

<http://www.photoethnography.com/> - Karen Nakamura

<http://astro.temple.edu/~ruby/ruby/> - Jay Ruby's Home page

8. Pedagogy:

a. **Instructional strategies:**

The course uses the possibility of using storytelling as a methodology for sharing information, the relative ease with which digital stories can be created and distributed.

The learning environment requires students to engage in peer interaction and real-life learning activities and opportunities to provide engaging opportunities for scholarship, pedagogy, cross- disciplinary discussion and distribution of work.

b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Students will be taught how to access downloadable software from the Free Software Foundation – for picture processing (GIMP), video (Avidemux) and audio (Audacity) editing.

- c. *Expertise in AID faculty or outside*
The course will use expertise from faculty and field researchers in CCK. A guest faculty may be invited for specific lecture.
- d. *Linkages with external agencies (e.g., with field-based organizations, hospital; any others)*
n/a

Suzajit Saha

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{2nd}.....meeting held on.....^{09/01/2013}.....and has been approved in the present form.

[Signature]

Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Human Ecology / School of Undergraduate Studies
Programme(s)	B.A. Honours
Course title	Introduction to Human Ecology
Course code	SHE1E0302 / SUSIEL 902
Total Credits	4
Course type (core/compulsory/ elective/any other - please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Undergraduate, 3 rd and 4 th Years, Elective (4 - Credits)
Proposed date of launch	August, 2015
Course coordinator and team	Suresh Babu (Coordinator), Rohit Negi, Asmita Kabra

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course will be offered to final year undergraduate students as a part of the basket of Elective courses. All undergraduate students at AUD are required to take a specified number of credits from this basket. The course will build upon the basic understanding of environmental issues that the students will acquire as a part of the compulsory foundation course Environmental Issues and Challenges (EIC) in the 3rd /4th semester. This course also provides a preview of some of the core courses offered in SHE at the MA level through linkages made in the content.

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others - please specify)

None

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per approved cohort sizes in SUS

4. Course scheduling (semester, semester-long/half-semester course; workshop mode; seminar mode; any other - please specify):

Semester

5. How does the course link with the vision of AUD?

The School of Human Ecology aims to foster interdisciplinary research and learning in the areas at the intersection of human society, non-human beings and the biophysical environment. The teaching and research programmes at SHE is guided by the idea that environmental concerns and challenges such as resource depletion, ecological degradation and conflicts result from complex interactions of social and environmental factors, and therefore meaningful intervention in these

debates should be informed by knowledge and skills on a wide range of subjects. At this point SHE does not offer an undergrad course with the above stated goals and we see this as an opportunity to introduce an interdisciplinary course that examines the human condition to be simultaneously ecological and social. In addition there has been a realization, particularly during student intake into Master Programmes, that many of our undergraduates were not familiar with SHE and its stated vision.

2013/14

6. How does the course link with the specific programme(s) where it is being offered?

The course will be offered to all final year undergraduate students of SUS as a part of the basket of Elective courses. All undergraduate students at AUD are required to take a specified number of credits from this basket. The course will build upon the basic understanding of environmental issues that the students will acquire as a part of the compulsory foundation course Environmental Issues and Challenges (EIC). It has been part of our vision that the Schools in AUD that are more interdisciplinary in nature will offer a range of courses in this basket, which will provide UG students with a well-rounded exposure to important issues and challenges of the contemporary world. It will also offer them a window to the nature of interdisciplinary MA programmes on offer at AUD

7. Course Details:

a. Summary:

This course introduces the students to interdisciplinary perspectives on Human Ecology, a heterodox field that studies the multivalent relations between humans and the natural environment. This course is aimed to introduce the content matter as intricately linked and not located in disciplinary silos. The clusters have been developed with the vision of engaging with three important/central ideas in Human Ecology.

b. Objectives:

The course aims to introduce students to a more complex understanding of environmental issues and challenges, deliberating creating 'messiness' in their understanding of environment and development related issues, challenges, processes and actors. The objective is to enable students to understand the politics of environmental policy and practice and to have a more nuanced understanding, going beyond the simplistic discourses of 'crisis'.

c. Expected learning outcomes:

The overall learning outcome is develop a complex understanding of the environment - that tends to be ecological, social and political in nature, simultaneously. The learner is expected to develop a basic level of critical thinking on contemporary environmental issues.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

This course is organized along three clusters that were considered essential to introduce the interdisciplinary vision of Human Ecology for the students of the School of Undergraduate Studies. Each of these clusters are lead by SHE faculty who have experience in teaching and

1.63

research in associated fields. The clusters were developed after three rounds of internal consultations for selection of teaching materials and pedagogy, a peer review process through Project EQUAL.

Unit-wise Course Details

Unit 1: Society, Ecology and Development (Lead faculty: Dr. Rohit Negi)

The key idea behind this unit is to introduce students to the historical and contemporary ways in which ecology and society are intertwined, and in doing so, orient them to a properly human-ecological perspective. This unit builds on assumption that nature is historically acted upon by human ideas and labour, and their biophysical environment and non-human neighbours in turn inform cultural forms

These learning objectives are to be approached in a scalar manner: the unit would begin by drawing on insights from the field of cultural ecology to situate livelihoods and the world of ideas alongside the particular environmental context. It would then embed these contexts within more global structures and processes related to the state and capitalism by considering the question of development—including questions of growth, human development, social mobility—via its materiality, that is, its ecological intersections and manufactured landscapes. Thereafter the unit will consider the rapid urbanization and resultant transformations in social-ecological systems across the globe.

All of this would be done with insights drawn from the vibrant literature produced by scholars working in the tradition of political ecology, including work focused on the development and urban political ecology, but geared towards an undergraduate audience that may not have a background in these concerns.

Learning outcomes

It is envisioned that students will begin to a) understand ecology and society in a holistic perspective; and b) consider environmental concerns as simultaneously technical and political, to which a variety of approaches, including those anchored in the social sciences, can productively contribute. Learning activities, especially ones collaborative in nature, will be created with the following learning objectives:

- Appreciating the lifeworlds and ecological knowledges of indigenous communities.
- Acknowledging the connectedness of lives and ecologies across the globe via everyday commodities.
- Understanding the ecological underpinnings of urbanization as well as the production of novel ecologies in cities.

Indicative reading list

- a. Excerpts from P. Robbins (2004), *Political Ecology: A Critical Introduction*, Blackwell.
- b. R. Rappaport (1967), 'Ritual Regulation of Environmental Relations among a New Guinea People', *Ethnology* 6(1): 17-30.
- c. J. Fairhead and M. Leach (1995), 'False Forest History Complicit Social Analysis. Rethinking Some West African Environmental Narratives', *World Development* 23(6): 1023-1035.
- d. A. Jalais (2008), 'Unmasking the cosmopolitan tiger', *Nature and Culture* 3(1): 25-40.
- e. M. Watts (1984), 'Hazards and Crisis', *Antipode* 15(1): 24-34.
- f. M. Gandy (2009), 'Where does the city end?' available at http://www.geog.ucl.ac.uk/about-the-department/people/academic-staff/matthew-gandy/files/AD_Where.pdf, accessed on 8 July 2015.

Online Resources

- a. Videos on cultural ecology, Indigenous cultures and environmental adaptations
- b. 'Darwin's Nightmare' (documentary)
- c. 'Children of Men' (feature)
- d. 'People and Power: Niyumgirl Hills' (Al Jazeera report)
- e. Documentary (20-25 minutes) on the story of the ongoing transformations in a small town in Himachal Pradesh

Unit 2: Depletion, Loss and Conflict (Lead faculty: Dr. Suresh Bahu)

The central idea behind this cluster of modules is to introduce the students to the scientific basis of present day ecological concerns. It will help students locate the conflicts over changes in nature, such as in environmental quality, pollution or disruption of natural biogeochemical cycles, and species extinctions. Further case studies would be used to explain how ecological disruptions have lead to conflicts in human societies.

The course transaction would be located around three sub-themes:

- Biodiversity and Ecosystem Services
- Disruption of Ecosystems : Biodiversity Loss, Depletion of Structure and Function
- Conflicts over Nature

During the course transaction, students will take part in a field visit to Dheerpur Wetland Project Site/ Sanjay Van

Learning Outcomes

It is expected that the students will be able to anchor some of the present day environmental issues to scientific knowledge of ecosystems that would enable them to engage better with these concerns. This cluster aims to fundamentally acknowledge that several major concerns of human society are borne of our alteration of process and natural flows, while some dimensions of causality and consequences could be debated.

Reading List

- a. Myers, N., Mittermeier, R. A., Mittermeier, C. G., Da Fonseca, G. A., & Kent, J. (2000). Biodiversity hotspots for conservation priorities. *Nature*, 403(6772), 853-858.
- b. Tilman, D., & Downing, J. A. (1994). Biodiversity and stability in grasslands. *Nature*, 367, 363-365.
- c. Quammen, D. (1996). *The Song of the Dodo: Island Biogeography in an Age of Extinction*. London: Hutchinson.
- d. Adams, D., & Carwardine, M. (1990). *Last Chance to See*. London: Pan Books.
- e. Diamond, J. (1997). *Gun, Germs & Steel: The Fates of Human Societies*. London: W. W. Norton.

Online Educational Resources

- a. Planet Earth (documentary series)
- b. Gun, Germs and Steel (documentary series)
- c. Last Chance to See (documentary series)
- d. Documentary (20-25 minutes) on Ecological Disruptions and Conflicts
- e. Saving Asia's Vultures from Extinction (short documentary), available on <http://vimeo.com/19503113>
- f. Reexamining the Forest (short video clip), available on <http://vimeo.com/110663633>
- g. Badru's Story (short video clip) available on <http://vimeo.com/55346388>

Unit 3: Environmental Justice and Environmental Movements (Lead faculty: Dr. Asmita Kabra)

This unit will familiarize students with modern environmental movements, building on the notion that environmental degradation is not merely a technical or managerial matter but is deeply embedded in socio-economic and political contestations over resource access. It will trace the genealogies of modern environmentalism, stressing on the fact that there is no single notion of 'environmentalism' that everybody agrees on, nor is there a singular environmental movement in the world today. It will bring out the differential responses of environmental movements, groups, organisations, political parties, governments, institutions and corporations to emerging issues and concerns of environmental politics. In this unit, these issues will be illustrated through examples related to the environmental justice concerns related to biodiversity conservation. Specifically, it will familiarize students to environmental justice implications of alternative ways of 'doing' conservation, for instance 'preservation via dislocation', 'integrated conservation and development programmes' and 'community based conservation'.

Learning outcomes

At the end of the unit, students will be able to analyse critically which environmental issues are of crucial concern to whom, and why. They will be able to understand environmental contestations and debates between rural-urban, agriculture-industry, rich-poor, men-women and individuals-community resource conflicts. They will also be able to problematize some of these binaries and understand the multiple scales at which environmental movements operate and interact with each other, as well as the implications of this for collective mobilization and resistance around environmental concerns.

Reading List

- a. Selected chapters from Doyle, T. And D McEachern (2008). "Environment and Politics" 3rd edition. London, Routledge
- b. Gadgil, M. and R. Guha (1994). "Ecological conflicts and the environmental movement in India". *Development and Change*, Vol. 25, 101-136
- c. Brockington, Daniel and James Igoe. "Eviction for Conservation: A Global Overview." *Conservation and Society*, Vol.4, No.3, 2006: 424-470.
- d. Kothari, A. (2014). *Radical ecological democracy: a path forward for India and beyond*. *Development*, 2014, 57(1), (36-45)

Online Educational Resources

- a. Films and videos on nature conservation (National Geographic, the BBC Earth film series, others)
- b. Videos on indigenous movements ("Kaise Jeebo Re"; "Ancient Futures"; videos by Survival International, La Via Capesina and others)
- c. OERs from the Environment and Society Portal
- d. The e-JOLT project on mapping environmental conflicts
- e. Documentary (20-25 minutes) on the Kuno wildlife sanctuary

- e. Contents (week wise plan with readings).

Week	Plan/ Theme/ Topic	Objectives	Assessment (weights, modes, scheduling)*
1	Ecology, Labour and Livelihoods	<p><i>Activities will be created with the following learning objectives:</i></p> <ul style="list-style-type: none"> • Study of indigenous societies, including their belief systems • Considering the connectedness of lives via everyday commodities • Contestations around the extraction of nature for 'development', including mining and construction of dams • Appreciation of the unique urban ecology of Delhi 	25%
2	State, Development and Ecology		
3	Capitalism, Globalization and Ecology		
4	Urbanization and Ecology		
5	Biodiversity and Ecosystem Services	<p>It is expected that the students will be able to anchor some of the present day environmental issues to scientific knowledge of ecosystems that would enable them to engage better with these concerns. This cluster aims to fundamentally acknowledge that several major concerns of human society are borne of our alteration of processes and natural flows, while some dimensions of causality and consequences could be debated.</p>	25%
6	Biodiversity Loss and the Extinction Crisis		
7	Disruption of Ecosystems: Depletion of Structure and Function		
8	Ecological Battles through case Studies		
9	Politics and environmental studies	<p>At the end of the unit, students will be able to analyse critically which environmental issues are of crucial concern to whom, and why. They will be able to understand environmental contestations and debates between rural-urban, agriculture-industry, rich-poor, men-women and individuals-community resource conflicts. They will also be able to problematize some of these binaries and understand the multiple scales at which environmental movements operate and interact with each other, as well as the implications of this for collective mobilization and resistance around environmental concerns.</p>	25%
10	Varieties of environmental movements		
11	Environmental justice issues in biodiversity conservation		
12	Environmental justice and land use change		

* 25% of credits are for the Independent Field Study

8. Pedagogy:

a. Instructional strategies:

The course will be transacted in blended-learning mode, with content being delivered to students in face-to-face interaction as well as through online educational resources. The course will use open access resources and will combine classroom interaction with self-study, fieldwork and guided reading. The course will be transacted through Google Classroom (although a Moodle Version is also available at AUD), an online platform and will enable students to track their own progress as well as interact with faculty in online mode. The course content includes text and audiovideo materials that were specifically created for this course under Project EQUAL – an EU funded network project that AUD was part of. The project laid particular emphasis on developing quality OERs, and use of technology.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

There are no special requirements; the classroom needs to be equipped with a projector and an audio system. The students would be expected to install Moodle or Google Classroom, both of which are open source platforms.

- c. Expertise in AUD faculty or outside

Each of these clusters are lead by SHE faculty who have experience in teaching and research in associated fields. The clusters were developed after three rounds of internal consultations for selection of teaching materials and pedagogy. This material has also been shared and reviewed by our partner Universities that were associated with Project EQUAL.

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

The Field Visit associated with the course would be coordinated with the help of expertise available with the Centre for Urban Ecology and Sustainability (CUES)

Signature of Course Coordinator

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been

approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Approved in 8th BAS held on
04/05/2016

Suggestions:



Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA
Course title	Introduction to Global Studies
Course code	SUS1EL911
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Dr. Rohit Negi

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course builds on the foundation courses previously taken by students, and expands their frame to develop a global perspective to concepts and historical phenomena. It also compliments the various disciplinary courses in English, Economics, Sociology and other programmes that interrogate one or more specific aspects of globalisation.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)

The course will be offered to 3rd or 4th semester undergraduate students.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per SUS norms.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify)

Semester-long course

610

5. Proposed date of launch:

Winter 2017

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second year undergraduate students as a part of the basket of elective/special interest courses. All undergraduate students at AUD are required to take a specified number of credits from this basket. It is envisioned that the Schools in AUD that are more interdisciplinary in nature will offer a range of courses in this basket, which will provide UG students with a well-rounded exposure to important issues and challenges of the contemporary world. It will also offer them a window to the nature of Interdisciplinary MA programmes on offer at AUD.

7. Course Details:

a. Summary:

This course introduces students to the varied aspects of and thinking around the contested process of globalisation. It considers globalisation through a historical and critical framework and offers an interdisciplinary perspective on the phenomenon. Each week students will examine a specific global issue from the vantage point of a particular world region (e.g. climate change and Sub-Saharan Africa; migration and Western Europe; economic crisis and South America). The underlying idea is to focus on the connections between places and peoples, as well as the tensions and disjunctures at these intersections.

b. Objectives

The most general objectives of the course have to do with building geographical literacy amongst undergraduate students, and more specific ones are related to a critical appreciation of globalisation. Concrete objectives include:

- To build knowledge of global human and physical geography

850

949

- To understand diverse global concerns from interdisciplinary perspectives
- To develop an appreciation of interrelations and connectedness of situated processes and peoples

c. Overall structure:

This course is organized around four units, exclusive of an introduction and review. Modules # 3-10 take up different themes of interest and locate them in specific world regions, through a study of debates of relevance. By looking at how a particular issue affects two different region, we aim to develop a comparative

S. No.	Module #	Subject	World Region
1	1-2	Introduction: Developing a Global Perspective	-
2	3-4	Wealth and Poverty	Africa, North America
3	5-6	Ecology and Society	Southeast Asia, South America

perspective while also challenging the lay association of certain regions with some 'inherent' characteristic. The final unit invites students to put the pieces back together, that is, think about the meaning and experiences of globalisation as they have been discussed in the previous discussions.

The module-wise descriptions are below:

- d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

Reference Book:

Campbell, Patricia J. et al (2010). *An Introduction to Global Studies*. Wiley-Blackwell.

Unit 1: Introduction

The key idea behind this unit is to orient students to a global perspective on phenomena through a discussion of the meanings and debates in globalisation, as well what a comparative and cross cultural worldview entails

Indicative reading list

Ch 1 of Campbell et al

Steger, Manfred (2013), *Globalization: A Very Short Introduction*, Oxford University Press. Ch 1 and 2.

Visual Material

China Blue (2005), Documentary

Unit II: Wealth and Poverty

This unit takes a 'history of the present' approach to ask the following question: what explains the unprecedented levels of inequalities that characterise the contemporary human condition? Such an investigation implies looking seriously at the precolonial world, at the work of colonialism, and the forms postcolonial formations have taken, alongside the ways in which the world-system of organising production and exchange as well as its governance have changed over time. The focus regions are Sub-Saharan Africa and North America.

Indicative reading list

Ch 10 of Campbell et al

Beinart, William (2001) *Twentieth-Century South Africa*. Oxford University Press. Part 1.

Kinder, Kimberley (2016), *DIY Detroit: Making do in a city without services*. Minnesota University Press. Chapters 5 and 6.

Visual Material

Life and Debt (2001), Documentary

Unit III: Ecology and Society

This unit aims to introduce theories of global environmental change. The unit will work with a political ecology framework, showing the imbrications of environmental concerns with the wider political economy. Case studies from South East Asia and South America will be used.

Indicative reading list

Ch 4-6 of Campbell et al

Dauvergne, Peter (1993). 'The Politics of Deforestation in Indonesia', *Pacific Affairs* 66(4): 497-518.

Hochsetler, Kathryn and Margaret E. Kock (2007). *Greening Brazil: Environmental Activism in State and Society*. Duke University Press. Ch 4.

Visual Material

Darwin's Nightmare (2004), Documentary

Unit IV: Cultures in Contact

During the early years of the most recent phase of globalisation, scholars foresaw the supposed 'McDonaldisation' of the world, that is, an American—more broadly, Western—cultural hegemony across the newly integrating world. However, things have unfolded with more complexity. Cultural forms rooted in places like China, India and Latin America, for instance, have been more resilient and malleable than anticipated. Moreover, large-scale movement (migration) between regions is rapidly transforming long-held ideas of 'place' and people's identifications with it and each other. This is as true of South Asian urbanisation as it is of the so-called migration 'crisis' in Europe.

Indicative reading list

Fedora, Shirley A. (2013). *Global Issues: A Cross-Cultural Perspective*. University of Toronto Press. Ch 5,7.

Massey, Doreen (2010), 'A Global Sense of Place', available from http://www.aughty.org/pdf/global_sense_place.pdf, accessed 12 September 2016.

Dragostinova, Theodora (2016), 'Refugees or Immigrants? The Migration Crisis in Europe in Historical Perspective', *Origins*, 9(4). Available at <http://origins.osu.edu/article/refugees-or-immigrants-migration-crisis-europe-historical-perspective>, accessed 2 September 2016.

Visual Material

La Haine (1995), Feature

Unit V: State and Democracy

Over the long history, there have been varied interactions between power and its subjects. More recently, this has taken the form of nation-states on the one hand, and those it seeks to rule, on the other. Sometimes the two are interwoven, while at other times, there is contradiction and confrontation. In addition, regional and global forms of governance have emerged with their own internal tensions and conflict-ridden margins.

Indicative reading list

Ch 1-3 of Campbell et al

Yongshun Cai (2010), *Collective Resistance in China: Why Popular Protests Succeed or Fail*. Stanford University Press.

Joe Sacco (2001), *Palestine*. Fantagraphics Books.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, guided readings, and presentations, with emphasis on collaborative-learning. The course will be transacted through an online platform (like Classroom) and will enable students to track their own progress as well as interact with faculty in online mode.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The course faculty have intensive understanding of the field. However, guest lectures, especially in units 4 and 5 will be organised, from amongst the AUD faculty and/or scholars from outside the university.

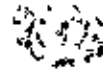
d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources (40%).
- The second assessment will consist of a report based on independent work conducted by the student on a region and issue of interest (25%).
- The third assessment situation will consist of a final examination (35%).



Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

11. Specific Requirements on the part of students who can be admitted to this course (Pre-requisites or prior knowledge level etc.):

12. Course Details: (Course objectives, contents, reading list, instructional design, schedule of course transaction on the semester calendar with a brief note on each module)

13. Assessment Methodology:

14. No. of students to be admitted: As per approved cohort sizes in SUS

15. Special needs in terms of special expertise of faculty, facilities, requirements in terms of studio, lab, clinic, library, classroom and others instructional space, linkages with external agencies (e.g., with field-based organizations, hospital) etc.: None

Signature of Course Coordinator(s)

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{9th}.....meeting held on.....and has been approved in the present form.

30/09/2016



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	<i>School of Undergraduate Studies</i>
Programme(s)	<i>Psychology</i>
Course title	<i>Dissertation</i>
Course code	<i>SUSIPS734</i>
Total Credits	<i>4</i>
Course type (core/compulsory/ elective/any other – please specify)	<i>Discipline elective for Psychology majors.</i>
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	<i>Undergraduate</i>
Proposed date of launch	<i>Winter Semester 2012-13</i>
Course coordinator and team.	<i>Mamatha Karollil</i>

- Does the course connect to, build on or overlap with any other courses offered in AUD? *Since students are already exposed to Methods in Psychology, Experiments in Psychology, Case Studies, Statistics etc, the Dissertation course help in connecting the courses and further help in orienting the students towards the field of research.*
- Specific requirements on the part of students who can be admitted to this course (Pre-requisites; prior knowledge level; any others – please specify): *Only students who have completed all the core courses of Psychology will be eligible.*
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): *Numbers are subject to student readiness and faculty availability.*
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): *Semester long.*
- How does the course link with the vision of AUD? *Dissertation helps students to explore and learn beyond the traditional notion of textbooks and classrooms. It helps to bring in different facets of life and individual interests in the quests for knowledge and wisdom. As a social science university, a course on dissertation in Psychology would help to link the social aspects of human and mind better through a personal journey of exploration and learning.*
- How does the course link with the specific programme(s) where it is being offered? *The course focuses mainly on the psychological and social aspects of life. It trains the students to think broadly and brings new perspectives to our understanding of psychological knowledge. Hence, it could be linked more specifically with Psychology programme and other behavioural sciences.*

7. **Course Details:**

Summary:

The main aim of the dissertation course is to let the student know how basic research is done and to expand the horizon of their knowledge through independent research. The undergraduate program in Psychology provides students with research skills through the courses on Statistics, Methods in Psychology, Experiments in Psychology, Psychological Testing and Case Study. In keeping with the empirical tradition in Psychology, the dissertation will allow a few of the students to further these capacities by exploring a research question with a small sample, reading appropriate research around the question

and formulating a set of responses to the question on the basis of these. The end result will be a dissertation of about 10,000-15,000 words. Each dissertation student is assigned to and supervised by one Psychology faculty till the completion of the dissertation work. The dissertation student is closely and carefully monitored by the supervisor on the progress of the dissertation work. The supervisor may ask the student to read different literatures from time to time and assign to different places for data collections. Basic research methods and psychological tests might be taught to the student by the supervisor as need arises. Students are expected to learn the writing skills and different formatting styles especially American Psychological Association (APA) pattern of formatting for the undergraduate level.

a. Objectives: The main objective of the course are:

1. To learn and understand how basic research is done and to expand the horizon of knowledge through independent research.
2. To provide necessary resources and skills for conducting and writing research works.
3. To integrate theoretical knowledge with self exploration and experience of the self and society.
4. To appreciate diversity in research and its implications on the individual, society and future research.

b. Expected learning outcomes: Students are expected-

1. To learn the fundamental basics of doing research and acquiring of knowledge through self exploration and experience.
2. To develop the necessary skills of a researcher and ability to write academic research papers.
3. To better link and apply theoretical knowledge with individual research findings.
4. To learn different techniques and methods in understanding psychological and social realities.

c. Overall structure (course organisation, rationale of organisation; outline of each module):

Since students are assigned to a supervisor based on the area of interest and research questions formulated by the students, understanding the dissertation process and journey may be different for different students. Also, depending on the kind of research and method of inquiry, each student may have to undergo field visits, interview subjects, take case narratives etc in the dissertation process. Hence, dissertation does not have specific course organization or modules. Rather each supervisor works independently with the student and gives inputs whenever necessity arises on a regular basis.

In terms of the structure, students are expected to write a synopsis or an abstract indicating their tentative research topics, research questions, methods and rationale of the research. Based on the merit of the synopsis, each student is assigned to a supervisor for a period of one semester. The supervisor closely monitors and supervises the progress of the student's work on a regular basis right from formulating the topic to the final writing of the dissertation. Students are assessed based on their written work which carries 70% weightage and viva which carries 30%.

8. Pedagogy:

- a. Instructional strategies: *Each student's work is supervised and closely monitored by the supervisor on regular basis. Students are supervised individually on how to formulate topics, research questions, methodology and various other inputs necessary for doing research. Hence, instructional strategies vary from supervisor to supervisor depending on the area and kind of research.*
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): *No specific requirements as such.*
- c. Expertise in AUD faculty or outside: *NA*
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): *NA*

Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- 2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- 3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....
38/03/2015.....and has been approved in the present form.

Apr

Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	BA Honours
Course title	Methods in Psychology
Course code	SUS1PS706
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core for Psychology Major. Elective for others with prerequisite Psychology Courses
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter Semester 2011
Course coordinator and team	Bibinaz Thokchom

1. Does the course connect to, build on or overlap with any other courses offered in AUD? There are several courses on Research Methods at SUS and at the Masters level. There will be some overlap amongst these courses.
2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify) History of Psychology, Statistics
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): The entire cohort of Psychology honours makes up approximately 35 students. The student admitted to the course should not exceed 50.
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester long course
5. How does the course link with the vision of AUD? A training in research methods is fundamental to the vision of a university dedicated to social sciences.
6. How does the course link with the specific programme(s) where it is being offered? Psychology defines itself as an empirical science. At the same time it is characterized by an adherence to multiple paradigms. As such method is a salient feature in deliberations within Psychology. As an undergraduate course we attempt to articulate the logic of both qualitative and quantitative research. We expect this course to provide literacy and skills in the preliminaries of research methods in Psychology, an asset regardless of whether students pursue further education or enter the job market. A special feature of the course is to study published research using varied methodology as well as to learn to design research.
7. **Course Details:**
 - a. Summary:
 This is an innovative course that introduces students to the issues of research and the methods of data generation through some works in Psychology. Students will read work that has employed diverse methods including laboratory and field experiments, observation, case study, correlational studies and qualitative research. Issues of sample selection, the determination of

variables and designs will be discussed through the studies we chose. The course will help to understand the multiple ways of doing psychology, to see the relationship between the questions asked and the methods followed and the impossibility of determining any one method to grasp the entire complexity of humans.

b. Objectives:

- To locate the role of methodology in the Sciences and Psychology
- To establish the relationship of method to the paradigms in Psychology
- To acquaint students with the goals of qualitative and quantitative research
- To create an interest in reading psychological research
- To initiate the designing of research

c. Expected learning outcomes:

- Ability to read a research study and to evaluate its strengths and limitations, Preliminary thoughts on planning research.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

1. **The nature of Psychological research:** In this module, students will be familiarized with the nature, paradigms and purpose of psychological research. They will also be taught the epistemological and ethical concerns set by international psychological associations in performing Psychological research and the tedious preparations required to conduct a psychological research.
2. **Quantitative and Qualitative Research:** This unit makes the broad distinctions between the qualitative and quantitative frameworks of research in Psychology. The debates around advantages and disadvantages of both frameworks will be discussed critically illustrating with examples taken from some classical researches done in the field of social and clinical psychology.
3. **Designs in Quantitative Research:** Students will be introduced to the concept of variables, hypothesis, controls, experimental conditions in quantitative research. Quantitative research designs such as Experimental designs independent measures, repeated measures, counter balancing, match pairs and Correlational Designs i.e. 2×2 , factor analysis will be taught.
4. **Collecting data in quantitative research:** In this module, popular tools of data collection in quantitative researches such as experiments, surveys, observation and structured interviews will be familiarised. The unit will provide students with a brief introduction to each and their uses in specific researches with examples from texts provided.
5. **Collecting qualitative data:** Semi and unstructured interviews, narratives, case study, content analysis as methods of data collection in qualitative research will be introduced and discussed. This unit explores the methods more frequently employed in qualitative Psychology with examples taken from published qualitative researches done in the field of child and clinical psychology.

6. **Writing up the research:** Students will be helped to understand how to write reports. The emphasis here will be on styles of writing and the relationship of this to questions of epistemology.

e. Contents (week wise plan with readings):

Assessments:

First assessment - home assignment of 30% weightage

Second assessment - mid sem exam of 40% weightage

Third assessment - research design project of 30% weightage

References:

1. Egon-G. Guba, Handbook of Qualitative research, chapter - completing paradigms in qualitative research, sage publication (1994)

2. Nicky Hayes: Doing Psychological Research, Gathering and Analysing Data, Philadelphia, USA, 2000

3. Dana.S.Dunn : The Practical Researcher, A Student Guide To Conducting Psychological Research, Second Edition

(for Experiments: Ch6, Quasi Experiments, Co Relation and Surveys:ch7)

4. Paul G Nestor & Russell K Schutt: Research Methods in Psychology, Investigating Human Behavior, second Edition

(for Qualitative Research:ch11 & Ethics in Behavioral Researchch:3)

5: Dennis Howitt: Introduction to Qualitative Methods in Psychology

8. Pedagogy:

a. Instructional strategies

Readings, Class discussions, Participation of students in creating possible research questions and developing research plans

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

c. Expertise in AUD faculty or outside AUD faculty

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{5th}.....meeting held on.....
 18/03/2015.....and has been approved in the present form.

Mr.

Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	BA Sociology
Course title	Caste in Contemporary India
Course code	SUS1SC807
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Monsoon 2013
Course coordinator and team	BIDHAN CHANDRA DASII

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 The course is a compulsory BA Sociology course that provides substantive understanding on the issue of caste and attempts to explain its contemporary dynamics in Indian Society. The course connects to the foundation elective: Indian Society, Continuity, Change and Paradoxes and Introduction to Society and Social Inequalities.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)
 No Pre-requisites
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
 As per the SUS policy
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify)
 Semester Mode
5. How does the course link with the vision of AUD?
The course will aptly fit with Ambedkar University's strong commitment to social justice and understanding of inequality and marginalization.
6. How does the course link with the specific programme(s) where it is being offered?
 Studies on Caste is one of the major preoccupations of Indian Sociology and Social Anthropology since its inception. Substantial literature on Caste has been produced on Caste. While engaging with the literature, the course attempts to make students understand its existence and dynamics in contemporary context.
7. **Course Details:**
 - a. **Summary:**
Although, concerted efforts to understand the caste system spans more than two hundred years, caste still remains an elusive social category. Not surprisingly, caste has been one of the central themes of Indian Sociology and Social Anthropology from its inception, yet academic perspectives on caste have proved inadequate in capturing the complexity of the system. The attempt of this course is to explain these complexities in understanding the caste system and its contemporary forms of manifestations. The course will begin with documenting contemporary forms of manifestation of caste, and link them to the sociological and historical perspectives that provide explanations to the 'modernity of caste'. Beyond academics, the course will also bring in articulations

of caste system and caste based inequalities by the Dalits and outcastes-those who bear the brunt of the system.

b. Objectives:

Caste in Contemporary India will introduce the students to the studies on Caste System in Indian Society, focusing particularly on its contemporary forms of manifestations. While there are literatures on the issues of caste spanning more than two centuries, this course will selectively venture into these literatures, in order to explain how caste has been instrumental in the political, as well as, socio-economic life of Indian society and to provide the students with a historical perspective on understanding the persistence of the system of stratification in contemporary India.

One of the core components of the course would be to move beyond the academic literature on caste and introduce the students to the voices from the movements waged against the persistence of this unjust system in a modern society.

The course materials will include academic studies on caste as well as documents produced by various anti-caste social movements. While classroom teaching will be predominant form of learning strategy, students will be encouraged to bring their own experiences of everyday life to the class and discuss. During the course of the teaching, students will be given opportunities to go out of the classroom and experience the complexities of caste and interact with various groups and organizations.

c. Expected learning outcomes:

The course will enable the students to understand the complexity of the caste system, its persistence and its importance in contemporary India's political, social and economic life. This course attempts to debunk numerous myths that prevails in public commonsense and introduce the students to some crucial sociological and historical writings that help them create a deeper understanding of the system.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Broadly, the course can be divided into three phases. The first phase critically engages with the literatures produced in Indian Sociology and Social Anthropology on Caste. The 'bookview' and the 'fieldview' are the two ways, literature in sociology have indicated the development of studies in caste. However, the way caste plays out in the commonsense, mundane and everyday life is far more complex than the analytical categories employed by the Sociologists. Hence, the first phase begins with writings that are directed to engage the laymen to the idea of caste.

One of the critiques of the so called 'sociological' understanding of caste is its apparent negligence to historical explanations. The second phase introduces the debate on origin and thereby attempting to answer the question of 'modernity of caste'. In this phase the students are introduced to postcolonial historiography on caste. The third phase attempts to introduce some of the articulations from the Dalit-Bahujan perspectives. The idea is to interrogate the academic writing with how caste has been viewed and articulated by the people who bear the brunt of the system. Each of these phases interact with each other in a discursive manner and introduced to the students as such interrogations and critiques.

Module-I: Caste and the Commonsense

This module builds the course in a discursive manner. The focus is to evaluate the commonsensical notions about caste. Commonsense on caste is important not only because they are popular and pervasive, but also because the sociological investigations on caste seeks to dismantle this commonsense on caste. The first article begins with an interrogation to the 'commonsense' of caste. The second article explains, what is known in popular discourse as 'recalcitrance' of caste in contemporary India, thereby launching a thought provoking explanation on why/how caste has exists/ returned in contemporary India. The third chapter of a book gives an insight into how caste could be viewed from an entirely different perspective. Each of these readings has links to further these debates in subsequent modules.

Readings

- Deshpande, S. 2004, *Contemporary India: A Sociological View*, New Delhi, Penguin, Page No: 98-124. - - - - -
- Menon, M and Nigam, A, 2007, *Power and Contestation: India after 1989*, New York: Zed Books, Page No: 15-34.
- Ilaiah, K. 1996, *Why I am not a Hindu: A Shudra Critique of Hindutva Philosophy, Culture and Political Economy*, Calcutta: Southern Avenue Press, Preface and Introduction.

Module-II: Caste as Varna: The Book View?

This module problematizes the idea of caste and introduces the most persisting problem existing in Sociology and Social Anthropology on Caste. It attempts to introduce those sociological literature on caste that treat caste as 'Varna', subsequently been termed as the book view on caste. - -

Readings

- Dumont. L. 1970. *Homo Hierarchicus: The Caste System and its Implications* New York: Oxford University Press, Page No: 1-65.
- Upadhyay, C. 2002, *The Hindu Nationalist Sociology of G.S Ghurye*, *Sociological Bulletin*, Vol:51 (1), March.
- Madan, T.N, 2017, *Louis Dumont and the Study of Society in India*, in Subas Mahapatra eds, *Society and Culture in India: A Reader*, New Delhi: Social Science Press, Page No: 74-110.
- Jodhka, S.S. 2015, *Caste in Contemporary India*, New Delhi Oxford University Press, Page No: 1-19.

Module-III: Caste as Jati: The Field View?

This module briefly looks at the works of M.N Srinivas, what has been termed as the field view of caste that significantly differs from earlier book views on caste. While both these modules interact with each other and attempt is made to dismantle these dominant clichéd understandings on caste. Critical evaluation of sociological and anthropological literature on caste is the aim of this module and the module previous to it.

Readings

- Srinavas, M.N, 2011, *The Oxford India Srinivas*, New Delhi: Oxford University Press, Page No: 166-200 & 251-278
- Samarendra, P, 2016, *Local Jatis and-Pan-Indian Caste: The unresolved Dilemma of M.N Srinivas*, *Contributions to Indian Sociology*, Vol: 50, Issue: 2, May 4.
- Patel, S. 2006, *On Srinivas's 'Sociology'*, *Current Sociology*, Vol: 50, Issue: 3, May 1.

Module-IV: Caste, Rural and Religion: Debates on Consensus Vs. Confrontation

This module intends to engage with two popular but misguided perceptions on caste, i.e. that it is something that exists in Rural India and that it is a consensual system that is part and parcel of Hindu rural life. This module seeks to explore the fuzzy boundaries of caste with rural life and religion

Ambedkar, B.R. 2014, *Annihilation of Caste: The Annotated and Critical Edition*, New Delhi: Verso Books,

Ali Syed, 2002, *Collective and Selective Affinities: Caste among Urban Muslims in India*, *Sociological Forum*, Vol:17, No: 4, pp: 590-620.

Samarendra, P. 2016, *Religion and Scheduled Caste Status*, Vol-51, No-4, 23 January

Singh, S.K. 2018, *Dalit Politics and its Fragments in Punjab*, *Economic and Political Weekly*, Vol: 53, No:35, 1 September.

Module-V: Caste, Power and Politics

This module attempts to understand the role of power and politics in the processes of persistence of caste-based inequalities. In addition, this module also debates on the role of power and politics in theorization of caste in Indian Sociology.

Berreman, G.D, 1971, *The Brahminical View of Caste*, *Contributions to Indian Sociology*, Vol: 5, Issue:1, January 1.

Beteille, A. 2017, *The Reproduction of Inequality: Occupation, Caste and Family*, in Subas Mahapatra eds, *Society and Culture in India: A Reader*, New Delhi: Social Science Press, Page No: 175-208.

Gavaskar, M. 2007, *Colonialism within Colonialism: Phule's Critique of Brahmin Power*, in S.M Michel eds. *Dalits in Modern India: Visions and Values*, New Delhi: Sage Publications, Page No: 91-107.

Module Vi: The Postcolonial Hypothesis

This module introduces the students to the ideas on caste produced by the postcolonial historiography. This is a significant module as the sociological and anthropological understanding of caste were engrossed with the idea of structure and function and neglected the historical dimensions on how caste(s) have evolved interacting with different historical formations.

Cohn, B S. and Guha R. 1987. 'The census, social structure and objectification in South Asia', in Bernard S. Cohn and Ramachandra Guha eds. *An Anthropologist among the Historians and Other Essays*, Delhi: Oxford University Press. Page No: 224-254.

Dirks, N. 1992, *Castes of Mind*, Special Issue: *Imperial Fantasies and Postcolonial Histories*, *Representations*, No. 37.

Padmanabh, S. 2011, *Census in Colonial India and the Birth of Caste*, *Economic and Political Weekly*, Vol: XLVI, No:33.

Washbrook, D. 1983, *Land and Labour in Late Eighteenth Century South India: The Golden Age of Pariahs?*, in Peter Robb eds. *Dalit Movement and the Meaning of Labour in India*, New Delhi: Oxford University Press. Page No: 231-251.

Module VII: Caste, Gender and Brahminical Patriarchy

This module marks the beginning of the third phase of the course. It delves into the writings of caste by a section of the society who have historically borne the brunt of the system. In this module we focus on how caste has been intrinsically related to the idea of gender and establishment of Brahminical patriarchy.

- Chakraverti, U. 2003. *Gender Caste: Through a Feminist Lens*, Calcutta: Stree Publications, Page No: 37 to 66.
- Deshpande, G.P. 2002, *Selected Writings of Jyotirao Phule*, New Delhi: LeftWord, Page No: 191-199.
- Rege, S. 2013, *Against the Madness of Manu: B.R. Ambedkar's Writings on Brahminical Patriarchy*, New Delhi: Navyana, Page No: 59-109.

Module VII: Experiencing Caste: Violence, Humiliation, Fear

This module moves away from the established academic writings new categories and concepts invoked to understand caste. The thrust of this module is to introduce students to how caste has been understood by the people who bear the brunt of the system

- Guru, G.2011 *Humiliation: Claims and Contexts*, New Delhi: OUP. Chapter- II, IV and V.
- Guru, G. and Sarukai, S. 2012 *The Cracked Mirror: An Indian Debate on Experience and Theory*, New Delhi: Oxford University Press. Page No: 200-222.
- Rao, A. 2009, *The Caste Question: Dalits and The Politics of Modern India*, London: University of California Press, Page No: 241-264
- Nimbale, S.K, 1992. *Bastard*, in Arjun Dangle eds, *Corpse in the Well: Translations from Modern Marathi Dalit Autobiographies*, Bombay: Disha Books, Page No: 41-51

Module VIII: Caste, Social Closer and Exclusion

This module makes an attempt to engage with caste from the newly emerging categories, such as Social exclusion and closer While the two concepts have been available to understand groupings and segregations from the days of Max Weber, scholars of caste have only recently found them valuable to understand caste.

- Deshpande, A. 2011. *Grammar of Caste: Economic Discrimination in Contemporary India*, New Delhi: OUP, Chapter-II, and III.
- Thorat, S.K. 2009, *Dalits in Modern India: Search for a Common Destiny*, New Delhi: Sage, Introduction Chapter -1
- Thorat, S.K, Attewell P and Rizvi F.F. 2009, *Urban Labour Market Discrimination*, IIDS Working Paper, Vol-III, No:1.
- Jodhka, S.S. 2015, *Caste in Contemporary India*, New Delhi Oxford University Press, Page No: 1-19, 119-144

- e. Contents (week wise plan with readings):

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Caste and Commonsense	To discuss caste as exists in popular imagination	Provided in 7.d	NA	
2	Caste, the Book View	To understand the anthropological fascination with the ideology of caste	Provided in 7.d	NA	
3	Caste, the Book View	To understand the anthropological fascination with the ideology of caste	Provided in 7.d	NA	
4	Caste: the field View	To introduce the students to the fieldwork based investigations on caste	Provided in 7.d	NA	Take Home Assessment of 25%
5	Caste: the field View	To introduce the students to the fieldwork based investigations on caste	Provided in 7.d	NA	
6	Caste, Religion and Rural	To delink the idea of caste as a system of consensus and complementarity	Provided in 7.d	NA	
7	Caste, Power and Politics	To explore the role played by power and politics in structuring caste	Provided in 7.d	NA	
8					
9	Postcolonial Hypothesis	To introduce the students to historicising of caste and also to make them attentive to the lacune in sociological writing of caste	Provided in 7.d	NA	Class Test 40%
10	Caste, Violence and Humiliation	To look at caste as a mechanism of violence and humiliation of a	Provided in 7.d	NA	

		section of population			
11	Caste, Violence and Humiliation	To look at caste as a mechanism of violence and humiliation of a section of population	Provided in 7.d	NA	
12	Caste as Social Exclusion	To introduce students to the emerging concepts of exclusion and closer and how caste can be understood as one such issue	Provided in 7.d		Group Presentation 15%

8. Pedagogy:

a. Instructional strategies:

Class transactions will happen in a dialogical mode. The students will be asked to read the readings and constantly relate them to their everyday life situations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Provisions for local field visits.

c. Expertise in AUD faculty or outside

The course instructor works in the areas of caste, religion and social exclusion, which is beneficial for the students as they will be exposed to latest developments in this particular subject. Besides Delhi being the centre of sociological knowledge production on caste will be helpful as most of the experts on the subject live and work in Delhi

d. Linkages with external agencies (c.g., with field-based organizations, hospital; any others)

The course instructor has constantly engaged with field-based organizations and has contributed to their work and development. The students will have easy access to field-based organizations.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{7th}.....meeting held on.....
15/05/2015.....and has been approved in the present form.



Signature of the Dean of the School

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Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	B.A. Sociology, Honours.
Course title	Culture, Identity and Society
Course code	SUSISC815
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core/compulsory
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	WS 2019
Course coordinator and team	Anandini Dar

- Does the course connect to, build on or overlap with any other courses offered in AUD?
This course is designed as an introductory, foundational course for students in semester 4 of their Sociology Honours BA programme. It connects well with foundational courses such as, "Marriage, Kinship and Family Forms" and "Gender and Society," as well as enables students to make informed choices for their optional elective courses, like, "Society, Self and Psyche," "Health and Society," and "Indian Society: Continuity, Change and Paradoxes," so as to complete the requirements for their BA Honours Sociology Programme.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
This course does not require any prior knowledge as it is designed as a foundational course for fourth semester undergraduate students, and can also be opted as an elective by students pursuing their BA SSH.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS policy. No more than 40-50. Large class size affects students learning.
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester mode.
- How does the course link with the vision of AUD?
AUD aspires to combine equity and social justice with excellence in education, along with an emphasis on improving understanding amongst cultures in today's societies. This course, hence, is crucial to AUD's vision, in that it aims to unpack meanings of "cultures" in societies, and how identities - as markers and as practice - come to bear upon our cultural experiences. Further, the course encourages students to, 1) critically engage with categories of culture that get fixed in society and, 2) contend with notions of plurality and difference in our societies, essential to shape values of and ideologies for social justice as a praxis in whatever field they choose to work in the future.
- How does the course link with the specific programme(s) where it is being offered?
This course is directly linked with the core objectives of the BA Sociology programme, which aims to "develop students' critical awareness of the relationship between self and society and to question common sense assumptions about their everyday world." As this course interrogates students understandings of their own cultures, and their identities, they

will come to question their role in society as individuals and members of larger communities. Further, this course also connects with the goal of examining "the ways in which 'glocal' (global and local) influences shape emergent societal formations," and situates the meaning of cultures as fluid and located in the "flows of people and things."

7. Course Details

a. Summary:

This course is designed to introduce students to the concepts of culture and identity within societies. What shapes notions in societies about "culture"? How are individual and collective identities shaped by culture and what do we understand about their interactions in societies? What are the assumptions embedded in these categories of culture and identities about people, communities, and histories? This course engages with sociological and anthropological perspectives to these notions and aims to enable students to question and destabilise fixed notions about culture and identity that take shape and get complicated through categories of age, race, ethnicity, gender, class, caste, nationality, diaspora, and globalisation. Since youth are often the key sites where anxieties of cultures and identities play out in societies, this course will engage with youth cultures and identities to unpack how global movements offer new meanings to notions of belonging and difference. Finally, this course provides students with an understanding of "multi-cultural" societies, and also provides a critical study of the politics of such categories, along with problems of cultural appropriation, and uniformity.

b. Objectives:

The main objective of this course is to enable students to understand and unpack what constitutes culture, through their own reflection on the self as individuals and part of a community, as well as through films and literature from anthropology and sociology. While students will gain an understanding of how cultures get shaped, this course will also destabilise the notion of culture as a fixed category, as students learn about "cultural identities," youth sub-cultures, and hybrid cultures in context of diaspora formation. Finally, this course will engage with the politics of multiculturalism, and aims to enable students to identify problems with cultural appropriation, homogeneity, and uniformity in the increasingly globalised world.

c. Expected learning outcomes:

1. Students will be able to develop and explain linkages between their experiential knowledge of their own cultures and identities that shape their social life and practices, and the scholarly definitions studied in the course.
2. Students should be able to appreciate the diversities and fluidity of identities and cultures in their societies and the world.
3. Students will be able to demonstrate their understanding of multi-culturalism and its critiques.
4. Students will be able to identify and describe youth cultural practices and sub-cultures.
5. Students should be able to evaluate and discuss the problems of cultural appropriation, homogeneity and uniformity.

- d. Overall structure (course organisation, rationale of organisation, outline of each module):

Brief description of modules/ Main modules:

The course is organised into three units. The first two units focus on unpacking the meanings of the term and concept of culture(s) and identities, in relation to each other, and the third emphasizes on the politics of these terms and how cultures and identities are deployed to assert normative positions of power.

- c. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format.

Module 1: Unpacking meanings of "culture/s"

This module engages with unpacking meaning about culture(s), and how it is mediated in everyday life. What practices shape groups of society as part of unified cultural groups? Students will begin to appreciate the diverse groups of cultures across India and abroad, and will examine anthropological and empirical work to understand what makes specific groups distinct as cultural groups. Essentially, students will aim to understand what shapes people into particular cultural groups? How does the category of identity also shape cultures of people? Students will reflect on their own identities and cultures to make meaning about these concepts as well as engage with introductory definitions from the literature from cultural studies. Finally, this module will also offer students methodological insights into how sociologists and anthropologists have studied culture(s), and present some of the challenges of these approaches.

Readings:

Williams, R. (1983). *Keywords: A Vocabulary of Culture and Society* (Revised Edition). New York: Oxford University Press. Excerpts from sections on Culture: pp. 49-54.

Pickering, M. (2008) *Research Methods for Cultural Studies*. Edinburgh University Press. Introduction, Pp 1-15.

Bennett, T., Grossberg, L., Morris, M. (2005) (Eds.) *New Keywords: A Revised Vocabulary of Culture and Society*. Blackwell Publishing.

During, S. (1993). *The Cultural Studies Reader* (Second Edition). New York: Routledge. Excerpts from sections on Culture.

Silverman, R. (2018). *Celebrating girlhood and feminine identity*. NY Times. Accessible at: <https://www.nytimes.com/2018/08/01/lens/melissa-ann-pinney-girl-transcendent.html>

Film: *Babies* by Thomas Balmes

Suggested reading:

Geertz, C. (1973) *Thick Description: Toward an Interpretive Theory of Culture*. In *The Interpretation of Cultures*. New York: Basic Books, pp. 3-33. READ: Sections 1 & 2.

Module 2: Cultural identity of youth

Since youth are often the sites on whom battles of culture and identity play out, this

module will continue with the theme of engaging with notions of youth and their cultural identities. Studies of young people's cultural practices as forms of resistance from normative and adult cultures will be explored. This module begins to de-stabilise notions of cultures and identities as fixed, particularly in light of globalisation and diaspora formation. Students will learn and come to recognize categories of cultures in societies as ever-changing and fluid categories that have historical and diasporic routes. Youth sub-cultures and identities will be studied in this module.

Readings:

Corrigan, P. and Frith, S. (1975) The politics of youth culture. In Stuart Hall and T Jefferson (Eds.) *Resistance Through Rituals*. London: Hutchinson & Co., pp. 231-239.

Kehiley, M (2003) Chapter 6: Youth Cultures In Kehiley, M & Swann, J. (eds.) *Children's Cultural Worlds*. The Open University. pp 229-270.

Hall, S. (1990) *Cultural Identity and Diaspora*. In Johnathon Rutherford (Ed.) *Identity, Community, Culture, Difference* London: Lawrence and Wishart, pp. 222-237.

Vasan, S. (2017). *Identity Formation, Culture and Community: Being Ladakhi Being Indian*. *Economic and Political Weekly*, Vol. 52(14).

Films:

Jahaji Music directed by Surabhi Sharma

Crossing the Bridge: The Sound of Istanbul by Fatih Akin

Excerpt clip from Fraiser

The Class by Laurent Cantet (multi-cultural classroom)

Suggested Reading:

Gupta, A & Ferguson, J. (1992). Beyond "Culture": Space, identity, and the politics of difference. *Cultural Anthropology*, Vol 7 (1), pp. 6-23.

Module 3. The politics of culture and identity

While recognising the fluidity of cultures has been a significant move in liberal notions of societies, and led to movements of multi-culturalism and cosmopolitanism, particularly in the era of globalization, this module unpacks the critiques of multi-cultural politics, which privileges certain hegemonic cultures of the globe over 'others'. How do some cultures get appropriated and consumed, while other cultures remain dominantly circulated as superior? Why do some identities in the world – whether racial, ethnic, classed, gendered – continue to experience marginalization and exclusion while dominant identities remain privileged? And, through what processes do the politics of culture and identity take shape? This module problematises how cultures and identities are often deployed as fixed categories so as to assert normative positions of power. Students will reflect on how education, and popular culture in particular offer insights into unpacking the problematics of appropriation, homogenisation, and uniformity.

Readings:

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875

Kymlicka, W. (1995). *Multicultural Citizenship. A liberal Theory of Minority Rights*. Clarendon Press. Chapter 2: Politics of Multiculturalism, pp 10-33

Narayan, U. (1997). *Dislocating Cultures: Identities, traditions, and third world feminism*. NY: Routledge. Chapter 3: Cross-Cultural Connections, Border-Crossings, and "Death by Culture," pp. 105-118.

Wallerstein, I. (1990) Culture as the ideological battleground of the modern world-system. In M. Featherstone (Ed.) *Global Culture: Nationalism, globalization and modernity. A Theory, Culture & Society Special Issue*. Sage Publications, pp. 31-56.

Films:

Mickey Mouse Monopoly: Disney, Childhood & Corporate Power

Video: *Danger of a Singular Story*: Adichie, Chimamanda. Ted Talk

Assessment Plan (weight, mode, scheduling) for the course:

1. Individual and Group Reflective Exercise 40% (Formative assessment in two parts: Jan & early Feb)
2. Case Study 30% (March)
3. Final Exam 30% (April end)

8. Pedagogy:

- a. Instructional strategies: This course will be transacted through lectures, films, discussions, and online platform.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Classroom and computer lab access
- c. Expertise in AUD faculty or outside: AUD faculty.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{11th}.....meeting held on.....
29/03/2017.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	Sociology
Course title	Nature and Society
Course code	SUS1SC816
Total Credits	04
Course type (core/compulsory/ elective/any other – please specify)	Core/ Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG, Sixth Semester
Proposed date of launch	Already launched
Course coordinator and team	Preeti Sampat

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course builds on or overlaps with the foundation courses on environment in SUS, and builds on theoretical and empirical insights from other Sociology courses such as Social Change and Development; Social Movements; Economy, Market and Society; and Health and Society.
2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level, any others – please specify): **Not Applicable**
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): **Not more than 50**
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): **Semester**
5. How does the course link with the vision of AUD?

Since the late 20th Century, sociological approaches to 'nature' have attempted to overcome inherently contradictory binaries viewing human and non-human nature as objective external and internal phenomena that must be analyzed, controlled, disciplined and civilized by 'society.' Society has occupied the privileged space of rationalization and (western) universal reason in this binary, replete with dominant gender, race, sexual and environmental relations. Critiques of this binary underline the social construction of 'scientific' accounts. They call into question the possibility of 'objectivity,' and shed light on the historical production of knowledge in its social contexts. This course is critical to engaging sociological debates over human and more-than-human nature and the social relations around them. Its fieldtrip component bridges theoretical and empirical insights. Literature and resources for the course are easily available in the AUD library as well as online archives. This course fits with the institutional vision of cross-disciplinary curricula emphasizing thoughtful and progressive social engagements. It complements courses offered in other schools by engaging sociological debates around more-than-human nature.
6. How does the course link with the specific programme(s) where it is being offered?
7. Course Details:
 - a. Summary:

This course is designed to introduce students to debates around 'nature' from a sociological perspective. Assumed dichotomies between nature and society, or human and non-human nature are troubled with readings and discussions that highlight the social construction of these binaries. As human and non-human nature is increasingly subjected to market imperatives in the pursuit of capitalist profits, it is exploited, depleted and dispossessed to the point of crisis in what is now debated as the Anthropocene. How does capital discipline human and non-human nature in the name of efficiency? What are the alternatives and

collective mobilizations that counter such expropriatory processes? What may a democratic politics of justice for more-than-human nature encompass?

b. Objectives:

As a sixth semester Sociology honors elective, this course aims to expose students to basic debates around more-than-human nature, that are deeply embedded in social relations. It aims to equip students with a critical appraisal of the role of capital and its disciplining apparatuses over human and non-human nature. It aims to help students identify diverse approaches to questions of social and environmental justice and the conceptual category of the Anthropocene.

c. Expected learning outcomes:

This course will introduce and trouble commonly assumed binaries between 'nature' and 'society' and emphasize their relationality. It will equip students to think about nature relationally, as more-than-human nature. It will help students analyse the disciplining of human and non-human nature by capitalist markets and its social and environmental implications. It will introduce students to debates around the Anthropocene and the diverse approaches to social and environmental justice. It will enable student learning of course materials by direct exposure to course topics with a field trip.

Additionally, the course aims to enhance students' innate capacity for critical thinking and reflection in the study of 'nature.' Throughout the course, there will be a lot of emphasis on reading, critical thinking, class participation and presentations. Students will be expected to read attentively, ask questions related to the readings and engage with course materials in class discussions. This will deepen respect for everyone's views and intellectual inputs (no matter how different) with a measure of self-reflexivity and intellectual curiosity. The fieldtrip will further enhance the comprehension of connections between complex theory and empirical reality.

d. Overall structure (course organisation, rationale of organisation; outline of each module):

Module 1: Nature, Culture and Perception

Nature is commonly assumed as external to human society. Implicit in this binary is the division between human and non-human nature. This module introduces and troubles commonly assumed binaries between 'nature' and 'society' and focuses on their relationality. Starting with Sherry Ortner's use of simile between nature/ female and culture/ male; we will cover recent concerns from environmental sociology and anthropology that reference 'the inseparability of nature and society,' and forward theses for an 'ecology of life.'

- Ortner, S. 1974. 'Is Female to Male as Nature is to Culture?' In M. Z. Rosaldo and L. Lamphere (eds.). *Woman, culture and society*. Stanford: Stanford University Press.
- Mukerjee, R. 1994. 'An Ecological Approach to Sociology.' In Guha, R. (Ed.) *Social Ecology*. New Delhi: Oxford University Press.
- Goldman, M. and R. Schurman. 2000. 'Closing the "Great Divide": New Social Theory on Society and Nature.' *Annual Review of Sociology*.
- Ingold, T. 2000. 'Culture, nature, environment.' In *The perception of the environment: Essays on livelihood, dwelling and skill*. London: Routledge.

(Suggested: Elwin, V. 1994. 'Civilising the Savage.' In Guha, R. (Ed.) *Social Ecology*. New Delhi: Oxford University Press. pp. 249-74.

Ingold, T. 2011. 'Anthropology comes to life.' In *Being Alive: Essays on movement, knowledge and description*, London: Routledge.)

Module 2: Science, Technology and Discipline

Social perspectives on (human and non-human) nature have influenced scientific knowledge and studies profoundly. How does science construct nature and what does this tell us in turn about the social construction of science? This module introduces science and technology studies and interrogates the scientific analysis of nature, including powerful disciplinary apparatuses deployed to discipline the human body.

- Sismondo, S. 2010. 'The Social Construction of Scientific and Technical Realities' In *An Introduction to Science and Technology Studies*, Malden: Blackwell.
- Gould, S. 1996. 'Epilogue' and 'Critique of the Bell Curve.' In *The Mismeasure of Man*, New York: W.W. Norton & Company.
- Haraway, D. 1999 [1988]. 'Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.' In Biagioli, Mario (Ed.), *The Science Studies Reader*, New York: Routledge.
- Davidson, A. 1999 [1998 abridged]. 'Styles of History. Conceptual Reasoning and the Emergence of Psychiatry.' In Biagioli, M. (Ed.), *The Science Studies Reader*, New York: Routledge.

(Suggested: Foucault, Michel. 1991. 'Docile Bodies' In *Discipline and Punish: The Birth of the Modern Prison*, New Delhi: Penguin Books, (pp. 135-156)

Module 3: Capital, Value and Nature

The disciplining of nature has complemented the development of capitalism. The industrial revolution not only revolutionized production and the exploitation of 'resources' to serve markets and profits, but also created a regime of 'value.' How does capitalism value nature? This module discusses the harnessing of nature for capitalist markets and its social and environmental implications.

- Mintz, S. 1985. 'Production.' In *Sweetness and Power: The Place of Sugar in Modern History*, New York: Penguin Books.
- Gadgil M. and R. Guha. 2000. 'Forests and Industrialization: Four Stages.' In *The Use and Abuse of Nature*, New Delhi: Oxford University Press.
- Balagopal, K. 2011. 'A Year of Drought?' In *Ear to the Ground: Selected Writings on Class and Caste*, New Delhi: Navayana.
- Scott, J. 1998. 'Nature and Space.' In *Seeing Like a State: How Certain Conditions to Improve the Human Condition Have Failed*, New Haven: Yale University Press.
- Jalais, A. 2008. 'Unmasking the Cosmopolitan Tiger.' *Nature and Culture*, 3(1): 25-40.

(Suggested: Marx, K. 1990. 'Primitive Accumulation' and 'The Capitalist Farmer.' *Capital Volume 1*, New York: Penguin Books.

Module 4: Nature, Society and Dispossession (Field-trip to Sambhaavnaa, Himachal Pradesh):

This module will animate the foregoing discussions on nature, technology and capital through a fieldtrip of 2.5 days to the non-governmental organization *Sambhaavnaa Institute* in Himachal Pradesh. Sambhaavnaa describes itself as "an alternative learning and living space for those concerned with social and political change" (see <http://www.sambhaavnaa.org/>). The Institue regularly organizes learning programmes and

workshops involving youth on social, political and ecological justice. During the course of the field-trip, the students will participate in four modules conducted by the Institute:

- a) Shramdaam (Physical Labour - Farming, Mud Architecture, Kitchen)
- b) Nature Trail (Jal, Jangal, Jameen - Looking at linkages of society, economy, culture and ecological spaces)
- c) The Energy Crisis - Dams in the Himalayas; Understanding Climate Change & local impacts
- d) Gender, caste and resource distribution in mountain landscapes

*An additional guest faculty will give two lectures on Environmental Law in India.

- Gadgil M. and R. Guha. 2000. 'Ideologies of Environmentalism.' In *The Use and Abuse of Nature*. New Delhi: Oxford University Press.
- Baviskar, A. 2005. 'Red in Tooth and Claw? Looking for Class in Struggles over Nature.' In Ray, R. and M. Katzenstein (eds.) *Social Movements in India: Poverty, Power, and Politics*. New Delhi: Oxford University Press.

Readings suggested by Sambhaavnaa Instructors:

- Dhara, S. 'Is Sustainable Development an Oxymoron?' *Teacher plus*. 9(11); December 2011
- Kalpavriksh. 2012. 'Globalization in India: Impacts and Alternatives.' Adapted from *Churning the Earth: The Making of Global India* by Srivastava, A. and A. Kothari. 2012. New Delhi; Penguin.
- Personal Energy and Carbon Footprint Calculator (to be completed before the trip)

Module 5: Justice for the Anthropocene

As the profound impact of human interventions reveals itself in environmental crises and climate change, scientists debate that we have passed from the Holocene epoch of the past 10,000 years to the Anthropocene—humans have now become the single most powerful species with planetary force. What are the concerns of contemporary climate or environmental justice movements and how do these resonate with concerns regarding social justice? Can we think of a democratic politics for the Anthropocene? This module brings together the learnings from the course by focusing on ways in which various actors have articulated social and environmental justice.

- Faber, D. 2013. 'The Unfair Trade-off: Globalization and the Export of Ecological Hazards.' In King, L. and D. M. Auriffeille (Eds.). *Environmental Sociology: From Analysis to Action*. Lanham: Rowman and Littlefield Publishers, Inc.
- Maniates, M. 2013. 'Individualization: Plant a Tree, Buy a Bike, Save the World?' In King, L. and D. M. Auriffeille (Eds.). *Environmental Sociology: From Analysis to Action*. Lanham: Rowman and Littlefield Publishers, Inc.
- Hall, D., P. Hirsch and T. Li. 2011. 'Counter-exclusions: Collective Mobilizations for Land and Territory.' In *Powers of Exclusion: Land Dilemmas in Southeast Asia*. Honolulu: University of Hawai'i Press.
- Purdy, J. 2015. 'Introduction' and 'What Kind of Democracy?' In *After Nature: A Politics for the Anthropocene*. Cambridge: Harvard University Press.
- Asafu-Adjaye et. al. 2015. *An Eco-Modernist Manifesto*. Available at: <http://www.ecomodernism.org/> (last accessed 1/15/2017; 2 pm)

e. Contents (week wise plan with readings)

Week	Plan/ Theme/ Topic	Objectives	Core Reading (with no. of pages)	Additional Suggested Readings	Assessment (weights, modes, scheduling)
1	Module 1: Nature, Culture and Perception	This module introduces and troubles commonly assumed binaries between 'nature' and 'society' and discusses their relationality.	Ortner, S. 1974. 'Is Female to Male as Nature is to Culture?' In M. Z. Rosaldo and L. Lamphere (eds.). <i>Woman, culture and society</i> . Stanford: Stanford University Press. (20) Mukerjee, R. 1994. 'An Ecological Approach to Sociology' In Guha, R. (Ed.) <i>Social Ecology</i> . New Delhi: Oxford University Press. (5)	Elwin, V. 1994. 'Civilising the Savage.' In Guha, R. (Ed.) <i>Social Ecology</i> . New Delhi: Oxford University Press. (25)	For each class, two students will lead the discussion with <i>one short presentation</i> of the readings assigned for the class <i>and submit a two-page summary</i> . The schedule for presentations will be finalized at the start of the semester and the presentation and summary will be worth <u>10% of the overall grade</u> .
2	Module 1: Nature, Culture and Perception		Goldman, M. and R. Schurman. 2000. 'Closing the "Great Divide": New Social Theory on Society and Nature.' <i>Annual Review of Sociology</i> . (15) Ingold, T. 2000 'Culture, nature, environment' In <i>The perception of the environment: Essays on livelihood, dwelling and skill</i> . London. Routledge. (12)	Ingold, T. 2011. 'Anthropology comes to life.' In <i>Being Alive: Essays on movement, knowledge and description</i> . London: Routledge. (20)	
3	Module 2: Science, Technology and Discipline	This module introduces science and technology studies and interrogates the scientific analysis of nature, including powerful disciplinary apparatuses deployed to discipline the human body	Sismondo, S. 2010. 'The Social Construction of Scientific and Technical Realities.' In <i>An Introduction to Science and Technology Studies</i> . Malden Blackwell (20) Gould, S. 1996. 'Epilogue' and 'Critique of the Bell Curve.' In <i>The Mismeasure of Man</i> . New York: W W Norton & Company. (15)		At the end of Module 2, there will be one <i>mid-semester exam</i> based on thoughtful engagements with course readings and will cover <u>40% of the overall grade</u>
4	Module 2: Science, Technology and Discipline		Hataway, D. 1999 [1988]. 'Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective.' In Biagioli, Mario (Ed). <i>The Science Studies Reader</i> New York: Routledge. (18) Davidson, A. 1999 [1998 abridged]. 'Styles of History, Conceptual Reasoning and the	Deleuze, Michel. 1991. 'Docile Bodies.' In <i>Discipline and Punish: The Birth of the Modern Prison</i> . New Delhi: Penguin Books. (pp. 135-156)	

			Emergence of Psychiatry ' In Hagiob, M. (Ed) <i>The Science Studies Reader</i> New York: Routledge. (20)		
5	Module 3: Capital, Value and Nature	This module discusses the harnessing of nature for capitalist markets and its social and environmental implications	Mintz, S. 1985. 'Production.' In <i>Sweetness and Power: The Place of Sugar in Modern History.</i> New York: Penguin Books. (80)	Marx, K. 1990 'Primitive Accumulation' and 'The Capitalist Paradise.' <i>Capital Volume 1</i> New York: Penguin Books (8)	
6	Module 3: Capital, Value and Nature		Gadgil M. and R. Guha 2000. 'Forests and Industrialization. Four Stages.' In <i>The Use and Abuse of Nature.</i> New Delhi: Oxford University Press. (60)		
7	Module 3: Capital, Value and Nature		Balagopal, K. 2011. 'A Year of Drought?' In <i>Ear to the Ground: Selected Writings on Class and Caste.</i> New Delhi: Navayana. (15) Jalais, A. 2008. 'Unmasking the Cosmopolitan Tiger' <i>Nature and Culture.</i> 3(1): 25-40. (15) Scott, J. 1998. 'Nature and Space' In <i>Seeing Like a State: How Certain Conditions to Improve the Human Condition Have Failed.</i> New Haven Yale University Press. (25)		
8	Module 4: Nature, Society and Dispossession: (Field-trip to Sambhaavnaa, Himachal Pradesh)	This module will animate the foregoing discussions on nature, technology and capital through a fieldtrip of 2 5 days to the non- governmental organization <i>Sambhaavnaa Institute</i> in Himachal Pradesh.	Gadgil M. and R. Guha 2000. 'Ideologies of Environmentalism' In <i>The Use and Abuse of Nature.</i> New Delhi: Oxford University Press. (25) Baviskar, A 2005. 'Red in Tooth and Claw? Looking for Class in Struggles over Nature' In Ray, R. and M. Katzenstein (eds.) <i>Social Movements in India: Poverty, Power, and Politics.</i> New Delhi: Oxford University Press. (18)	Readings suggested by Sambhaavnaa Instructors Dhara, S. 'Is Sustainable Development an Oxymoron?' <i>Teacher plus.</i> 9(11): December 2011 (15) Kalpavriksh. 2012 'Globalization in India: Impacts and Alternatives' Adapted from <i>Churning the Earth: The Making of Global India</i> by Srivastava, A. and A. Kothari. 2012. New Delhi. Penguin (15) Personal Energy and Carbon	There will be a field assessment essay reflecting learnings from on the class fieldtrip worth <u>20% of the overall grade.</u>

				Footprint Calculator (to be completed before the trip)	
9	Module 5: Justice for the Anthropocene	This module brings together the learnings from the course by focusing on ways in which various actors have articulated social and environmental justice	<p>Faber, D. 2013. 'The Unfair Trade-off: Globalization and the Export of Ecological Hazards.' In King, L. and D. M. Auriffeille (Eds.), <i>Environmental Sociology: From Analysis to Action</i>. Lanham: Rowman and Littlefield Publishers, Inc. (20)</p> <p>Maniates, M. 2013. 'Individualization: Plant a Tree, Buy a Bike, Save the World?' In King, L. and D. M. Auriffeille (Eds.), <i>Environmental Sociology: From Analysis to Action</i>. Lanham: Rowman and Littlefield Publishers, Inc. (20)</p>		
10			<p>Hall, D., P. Hirsch and T. Li. 2011. 'Counter exclusions: Collective Mobilizations for Land and Territory.' In <i>Powers of Exclusion: Land Dilemmas in Southeast Asia</i>. Honolulu: University of Hawai'i Press. (18)</p> <p>Purdy, J. 2015. 'Introduction' and 'What Kind of Democracy?' In <i>After Nature: A Politics for the Anthropocene</i>. Cambridge: Harvard University Press. (35)</p>		
11			<p>Asafu-Adjaye et. al. 2015. <i>An Eco-Modernist Manifesto</i>. Available at: http://www.ecomodernism.org/ (15)</p> <p>Course Review</p>		
12	Term Paper Class Presentations				<p>There will be an end of the term <i>final take-home essay assignment of six pages worth 20% of the overall grade</i> requiring critical analysis of an issue emerging from the course, and a presentation based on the paper worth <i>10% of the overall grade</i>. The assignment topics will be finalized during classes.</p>

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8. Pedagogy:

- a. Instructional strategies: Class presentations and discussions; mid-semester exam; field trip and assessment; term paper.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): NA
- c. Expertise in AUD faculty or outside: Several AUD Faculty in the Schools of Human Ecology, Design and Law and Governance as well as Urban Studies have expertise in the themes covered in the course and will be called upon time to time to give guest lectures. Environmental Law experts will also be invited to share their expertise with students.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):
The course envisages a fieldtrip of 2.5 days to a non-governmental organization such as *Sambhavna Institute* in Himachal Pradesh. *Sambhavna* describes itself as "an alternative learning and living space for those concerned with social and political change" (see <http://www.sambhavna.org/>). The Institute regularly organizes learning programmes and workshops involving youth on social, political and ecological justice. During the course of the field-trip, the students will participate in four modules conducted by the Institute.

Signature of Course Coordinator(s)

Note:

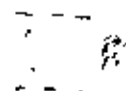
1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{11th}.....meeting held on.....
29/03/2017.....and has been approved in the present form.



Signature of the Dean of the School


Ambedkar University, Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	SUS
Programme(s)	-
Course title	Critical Perspectives on Creative Explorations
Course code	SUSJ1904
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	BA 6 th Semester
Proposed date of launch	Winter Semester 2015
Course coordinator and team	Benil Biswas

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

It is an elective course focusing on the special exploration of Culture and Creative Expressions, i.e. Film, Performance, Visual Art and Literary Art.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No prior knowledge is required. It is also open for students of all UG disciplines.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms

Ideally 10-15 students, given the intense nature of the course and pedagogy, with performance workshop, performance viewing at multiple venues.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Winter Semester, lecture, workshop and discussion mode, Semester-long Course

5. How does the course link with the vision of AUD?

AUD's pedagogical emphasis has been on both theory and practice component of learning. In that sense the course resonates with the vision of the university to capacitate a critical layer of intervention in the civil society and the vision of the school of culture and creative expressions to mould talents with social awareness the course will nurture conceptual and critical awareness among students about the role of creative expressions in the development of culture, the bedrock of human society.

6. How does the course link with the specific programme(s) where it is being offered?

This course will help students to understand the phenomenon of creative potential of humanity as foundational to its dreams and hopes, which also echoes the vision of AUD, especially Social Science and Humanities program offered at the Undergraduate level.

7. Course Details:

a. **Summary:** This course is meant to be an advanced level orientation and engagement with the creative practices namely visual art, literary art, performance art and cinematic art to third year undergraduate students (sixth semester) in the context of the historical evolution of cultural practices. While the course is restrained in terms of the philosophical depths to which questions about culture and creative expressions can reach, it will not just offer provocative insights into such explorations through carefully chosen exhibits, reading material and lecture, but also introduce and prepare students to understand the disciplinary underpinnings of the creative explorations. The primary aim is not only to help students re-imagine the role of creative expressions as foundational to human civilization rather than as supplementary to other areas of material progress, but also to provide advanced training in the academic pursuits of creative explorations.

b. **Objectives:** The course offers windows of perspectives into the issues of representation, narration, abstraction, affect, experimentation, interpretation and subjectivity. In other words, a short map or an exposure will be provided about the academic engagement with arts in its conceptual, creative and critical dimensions.

c. **Expected learning outcomes:**

- i. Develop basic familiarity with various genres of Creative Expressions, namely Performance, Film, Visual Art and Creative Writing.
- ii. An initiation into the cultivation of conceptual and critical awareness regarding the study of various expressions as mentioned above with a special focus on Historiography.
- iii. Develop analytical skills and independent thinking to interpret creative arts and foster research skills, which is informed by a strong social quotient.
- iv. Develop understanding of the concepts and issues like sign, affect, representation, narration, abstraction, affect, experimentation, interpretation and subjectivity.

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**

The course is divided into four modules (3 weeks per module) which will be handled by faculty members of the four streams of the School of Culture and Creative Expressions. The first two sessions are planned as introductory lectures; the final week will be used for recapitulation of things learnt.

e. **Contents (week wise plan with readings):**

This course is intended to be completed in 56 hours of direct classroom teaching including time for assessments, presentations etc. The course is divided into four modules which will be handled by faculty members of the four streams of the School of Culture and Creative Expressions. Each Year, One Faculty will be the Chief instructor, who will be continuously present through the course. That faculty will facilitate a sense of continuity in the course, binding in the observation and perspectives glossed over various faculty through guest lectures. As the primary faculty will offer this course on

rotation basis, in a given year most of the examples will be explored in depth from the perspective of the discipline of the concerned chief faculty, drawing in illustrations from other creative expressions. The pattern will be similar when another faculty becomes the chief instructor for any given year, when the faculty will come in with examples from their disciplines and course will be transacted through that understanding.

This year the primary corpus of exploration comes in from Performance Studies and Culture Studies, with Benil Biswas as the Chief Instructor. Following are the preliminary structures of the modules, each of which will run for roughly three weeks. The first two weeks will be spent in introductory lectures; the final week will be used for recapitulation of things learnt.

Key areas of Discussions

Weeks 1 and 2

1. Cultural Studies and Its Theoretical Legacies
2. The Culture Industry: Enlightenment as Mass Deception

Key Readings: (Excerpts)

- Bennett, Tony., Grossberg, Lawrence., Morris, Meaghan. (Eds.) *New Keywords: A Revised Vocabulary of Culture and Society*. Blackwell Publishing, 2005.
- Williams, Raymond. *Keywords: A Vocabulary of Culture and Society* (Revised Edition). New York: Oxford University Press, 1967. Reprint, 1983.
- During, Simon. *The Cultural Studies Reader* (Second Edition). New York: Routledge, 1993.

Weeks 3 and 4

Module I: Performance Art

- A) What is to perform and Performance?
- B) Performance and the Social
- C) Performance as a Symbology of power in the Post-modern/Post dramatic turn.

Key Readings: (Excerpts)

- Geertz, C. *Negara: The Theatre State in Nineteenth Century Bali*. New Jersey: Princeton University Press, 1980.
- Schechner, Richard. *Performance Studies: An Introduction*. London and New York: Routledge, 2002.
- Zarrilli, Phillip B. Bruce McConachie, Gary Jay Williams, Carol Fisher Sorgenfrei. (eds). *Theatre Histories: An Introduction*, 2nd Edition. London and New York: Routledge, 2010.
- Lehmann, Hans Thies. *Post-Dramatic Theatre*. New York: Routledge, 2006

Screenings: Peter Brook's *Mahabharata* (1989)

Week 5 and 6

Module II: Cinematic Art

- A) Introduction to Film Studies. What is Film Studies? Questions of Film History.
- B) Reading Film: Language of Cinema
- C) Film Genre.

Key Readings: (Excerpts)

- John Gibbs "Elements of the Mise-en scene" Chapter 1 from *Mise-en-scene: Film Style and Interpretation*. London and New York. Wallflower, 2002, 1-26.
- Rick Altman "Cinema and Genre" in Robert Stam and Toby Miller ed. *Film and Theory: An Anthology*. Blackwell Publishers: 2000, 157-178.
- Paul Schraeder "Notes on Film Noir" in John Belton ed. *Movies and Mass Culture*. New Brunswick, New Jersey: Rutgers University Press: 1996, 153-170.

Screenings as Case Study: *Citizen Kane*/Dir. Orson Welles/Year: 1941

(Film Genre) *Film Noir- The Cabinet of Dr. Caligari*/Dir. Robert Wiene/Music: Giuseppe Becce/Year: 1920

Week 7

Survey of *Mise-en-Scene* in Various Creative Expressions

- Pavis, Patrice. 'Where did *mise en scène* come from? Origins and theory' in *Contemporary Mise en Scène: Staging theatre today*. New York: Routledge, 2013.
- Martin, Adrian. *Mise en Scène and Film Style: From Classical Hollywood to New Media Art*. London: Palgrave Macmillan UK, 2014 (Excerpts)

Week 8 to 10

Module III: Visual Art Practices

- A) Conceptual paradigms of Modern (Western) Art: Realism to Conceptual Art
- B) Modern Art: Questions of Representation (Gender, Race, Ethnicity and Class)
- C) Ant-Art and Anti-Aesthetics: The Conceptual Turn

Key Readings: (Excerpts)

- Berger, John. *Ways of Seeing_ Based on the BBC Television Series*. London: Penguin, 1990.
- Clark, T. J. *Image of the People: Gustave Courbet and the 1848 Revolution*. Berkeley: University of California Press, 1973.
- Clark, T.J. *The Painting of Modern Life: Paris in the Art of Manet and his Followers*. Princeton, NJ: Princeton University Press, 1985.
- Pollock, Griselda. *Vision and Difference: Femininity, Feminism, and Histories of Art*, London: Routledge, and New York: Methuen, 1987.
- Harrison, Charles. *Conceptual Art and Painting: Further Essays on Art & Language*, MIT Press, 2003.

Week 9 to 14

Module IV: Creative Writing

- A) The definitional aspect of literature and introduction to the various theoretical tools to understand the nature of critical mapping in literature.
- B) The role of author, the changing concepts of author in a through spatio-temporal realities and something about the act of writing.

C) The gender aspect, the questions of feminist/ gyno-criticism and talk about the recent experimentation of gender-neutral texts.

Key Readings: (Excerpts)

- Terry Eagleton, "What is Literature?" *Literary Theory: An Introduction*. London: Blackwell Publishing, 1996. (Selections)
- Levi-Strauss, Claude. *The Structural Study of Myth*. *The Journal of American Folklore*, Vol.68, No.270, Myth: A symposium (Oct.- Dec. 1955), pp.428-444.
- Freud, Sigmund. "Dreams of the death of persons of whom the dreamer is fond" in *The Interpretation of Dreams*, 1900.
- Winterson, Jeanette. *Written on the Body*. London: Vintage, 1993.
- Deborah Cameron. *The Feminist Critique of Language: A Reader*. London: Routledge, 1998. (Selections) Luce Irigaray, *Linguistic Sexes and Genders*, Virginia Woolf, *Women and Fiction*.
- Sandra M. Gilbert and Susan Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. London: Yale University Press, 1979. (Selections)

8. Pedagogy:

- a. **Instructional strategies:** This course requires reading, writing, viewing performance/films (video and live). Each week we will read, respond to theoretical approaches and address some specific issues about studying various Creative Expressions.

As a 4-credit course, it will run for 2 hours per day for 2 days a week. Every fortnight, one of the 2 hours session may be conducted as a seminar/ ethnographic trip to a performance/art site, where students are required to take interviews/do AV documentation/have performance workshop.

The activities for each week will include four important steps:

1. Lecture and assigned readings
2. Weekly presentations
3. Class discussion and critique of assigned readings and presentations.
4. Discussion and analysis of video screenings and performances watched/experienced.

Tentative Assessment schedule with details of weightage:

S. No.	Assessment	Date/period in which Assessment will take place	Weightage
1	Class Presentation	End February and Early March	15%
2	Presentation Write up	Turned in within a week of Presentation	10%
3	Visual Arts workshop Eval.	Mid-March	20%
4	Creative Writing workshop	Early April	20%
5	Term Paper Abstract with Bibliography & Citation	Mid-April	05%
6	Term Paper/End term exam (2500 words)	April End	30%

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- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Rooms with AV facility.
 - c. Expertise in AUD faculty or outside: Benil Biswas and Faculty at SCCE
 - d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Official Linkages N/A, Short visit to Sangeet Natak Akademi (SNA) and National Gallery of Modern Art (NGMA) may be arranged. A field immersion to a cultural site also might be arranged as done in past for engaged learnings.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{6th}.....meeting held on.....
25/04/2015.....and has been approved in the present form.



Signature of the Dean of the School

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Ambedkar University, Delhi
 Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Undergraduate Studies
Programme(s)	SSH
Course title	Film, History, Society
Course code	SUS1 EL912
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Elective, Sem II/IV/VI
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	UG
Proposed date of launch	Winter 2016 (Karampura)
Course coordinator and team	Rajan Krishnan or Vebhuti Duggal & Adjunct faculty

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
This is a standalone SSH elective offered by SCCE
2. Specific requirements on the part of students who can be admitted to this course:
(Pro-requisites; prior knowledge level); any others – please specify) NIL, open to all.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per SUS norms
4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): Semester Long
5. How does the course link with the vision of AUD?
Through the lens of film, this course opens up conversations with broader socio-political-cultural ideas. In this way, social insights are interpreted through a multimedia art form. This in turn produces interdisciplinary conversations that are central to the imagination of AUD.
6. How does the course link with the specific programme(s) where it is being offered? It is a course that makes students reflect on the interconnectedness of social sciences and humanities disciplines.
7. **Course Details:**
 - a. Summary: Cinema in its myriad forms as filmic text, institution, practice, industry and popular culture has permeated the un/conscious of society since its inception. Taking cinema's deep relationship with the popular-social as its starting point, this course hopes to be able to use cinema strategically as a medium to open up questions that often form the basis of much social, cultural, and political thought and analysis. In doing so, it works with the assumption that the cinematic medium allows for the refraction of socio-politico-cultural thought through on-screen representation and reflection upon the same.
 - b. Objectives: The cinematic screen through representation alone does not prompt us to consider the social: cinema also produces the social through its industry and infusion

through popular culture and its practices. To think cinema as an institution thus is also to think its relationship with society and consider how questions of class, caste, gender or race (to name a few) shape the cinematic institution (in its various avatars). This course, then, will attempt to draw upon cinematic texts and literary texts in order to consider the constellation of film, history and society.

c. Expected learning outcomes:

This course expects that students will learn to analyse films as formal entities situated within and speaking to socio-political-historical and cultural debates and issues. The course imagines then students be equipped, at its end, with a critical and conceptual apparatus that pays attention to the specificity of the film-as-medium. Further, through an engagement with academic and non-academic forms of critical writing on cinema, along with film texts, the course encourages the student to be able to think laterally across different forms.

d. Overall structure (course organisation, rationale of organisation; outline of each module): The course has two thematic modules: Introduction and Film, Society and History: Focus on the Indian nation in Cinema. Each module shall be spread over five weeks.

e. Contents (week wise plan with readings):

Note: Readings marked with ** indicates page numbers to be confirmed. However, all readings assigned per week are excerpts from books or essays or book chapters appropriate for undergraduate audiences.

Week 1: Introduction to the course, overview of readings and material.

No Reading

Screening: *Andhadhun* (dir. Sriram Raghavan, 2018)

Module I : Introduction

Weeks 2-3: Basic elements of cinema

Singh, Jai Arjun "In Praise of Visible Film Craft" Jabberwock. 06 Sep 2018. Accessed at <http://jaiarjun.blogspot.com/2018/09/in-praise-of-visible-film-craft.html>.

Bordwell, David. "Introduction" in *On the History of Film Style*. Cambridge, MA: Harvard University Press, 1997.**

Tobias, Carlos. "Elements of Cinema" in *Film Studies: An Introduction* edited by Vebhuti Duggal, Hindu Menon and Spandan Bhattacharya. Delhi: Worldview Publications, forthcoming, 2019.**

Screening: *Hugo* (dir. Martin Scorsese, 2011)

Weeks 4-6: 'Reality', Realism and Representation in film: Indian and Western contexts

Core reading:

Bordwell, David. "Do Filmmakers deserve the last word?" 10 Oct 2007. Accessed at <http://www.davidbordwell.net/blog/2007/10/10/do-filmmakers-deserve-the-last-word/print/>.

Sarkar, Anubha. "Realism and Representation in cinema" in *Film Studies: An Introduction* edited by Vebhuti Duggal, Bindu Menon and Spandan Bhattacharya. Delhi: Worldview Publications, forthcoming, 2019.**

Ray, Satyajit. "What is wrong with Indian cinema?" in *Our Films, Their Films* New Delhi: Orient Longman, 1976.**

Screening:

Love, Sex aur Dhoka (dir. Dibakar Banerjee, 2010)

Bicycle Thieves (Vittorio De Sica, 1948)

Module II: Film, Society and History: Focus on the Indian nation in Cinema

Week 7-8: Cinema and the Nation: Questions of representation in Post-Independence India

Core reading:

Singh, Jai Arjun. "The joker and his disguises - Raj Kapoor as innocent and masochist" Jabberwock. 18 April 2014. Accessed at <http://jaiarjun.blogspot.com/2014/12/the-joker-and-his-disguises-raj-kapoor.html>.

Sumita Chakraborty, "Culture/ Nation: Reclaiming the Past", *National Identity in Indian Popular Cinema, 1947-1987*. Austin: University of Texas Press, 18-52.

Ravi Vasudevan "Shifting Codes, Dissolving Identities: The Hindi Social Film of the 1950's as Popular Culture" in Ravi Vasudevan ed. *Making Meaning in Indian Cinema* Oxford University Press: 2000, 99-121.

Further reading:

Madhava Prasad, "Introduction: The Ideology of Formal Subsumption", *Ideology of Hindi Film: A Historical Construction*. New Delhi: Oxford University Press, 1998, 1-28.

Screening: *Shree 420* (Raj Kapoor, 1955)

Naukri (Bimal Roy, 1954)

Week 9: History on screen: Narrating the Partition

Core reading

Bhaskar Sarkar, "Introduction: National Cinema's Hermeneutic of Mourning," in his *Mourning the Nation: Indian Cinema in the Wake of Partition*. Durham/ London: Duke University Press, 2009, pp. 1 - 45.

Clips: *Subarnorekha* (dir. Ritwik Ghatak, 1965), *Tamas* (dir. Govind Nihlani, 1988)
Screening: *Meghe Dhaka Tara* (Ritwik Ghatak, 1960)

Week 10: Cinema and 'recent' History I: Recreating the mythic past

Khan, Shoeb and Palak Nandi. "Fact & fiction: Padmini through the ages" *Times of India*. 25 Jan 2018. Accessed at <https://timesofindia.indiatimes.com/entertainment/hindi/bollywood/news/fact-fiction-padmini-through-the-ages/articleshow/62647886.cms>.

Ravikant. "Padmavati ek ctihasik aadarsh aur hum kya hain? Navbharat Times. 26 Nov 2017. Accessed at <https://blogs.navbharattimes.indiatimes.com/nbteditpage/queen-padmavati-is-an-historical-personality-and-what-we-are/>.

Screening: *Padmavat* (dir. Sanjay Leela Bhansali, 2017)

Week 11: Cinema and 'recent' History II: New Media, liveliness and film screen

Core reading:

Ghosh, Sohini. *The Talwars and presumed guilt*. The Hoot. 2013. <http://asu.thehoot.org/media-watch/media-practice/the-talwars-and-presumed-guilt-7127>

Roy, Abhijit. *Live(l)iness and Network Publics in Post-Liberalization Indian Popular Films*. *Journal of the Moving Image* 5, 86-110, 2006.

Screening: *Talvar* (Meghna Gulzar, 2017)

Week 12: Conclusion

No readings/screenings.

8. Pedagogy:

- a. Instructional strategies: Screenings, Lectures and Discussions

Tentative Assessment schedule with details of weightage:

S. No.	Assessment	Weightage
1	Class Participation and Attendance	25%
2	Presentation/Short Response Paper	25%
3	Mid-Term Exam	25%
4	End-Term Exam	25%

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Projection facility with sound speakers for lectures and screening of films.
- c. Expertise in AUD faculty or outside SCCE
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) NIL

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its^{10th}.....meeting held on.....^{11/01/2017}.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs (SGA)
Programme(s)	BA
Course title	English for Academic Purposes 1
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	Monsoon Semester 2018
Course coordinator and team	Amol Padwad, Krishna Dixit, Monal Dewle, Nupur Samuel, Monishita H. Pande, Ipshita H. Sasmal

1. Does the course connect to, build on or overlap with any other courses offered in AUD? If it links with any courses taught in the either SUS or builds up to courses taught at Masters

This is a basic course targeted at developing the core academic English skills of the students. The aim is to facilitate student learning in specific disciplines by working with subject specific material. It is conceived as a step towards understanding disciplinary discourse.

2. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

English proficiency equivalent to A2/ lower B1 level of CEFR

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long

5. How does the course link with the vision of AUD?

English language proficiency is unarguably one of the most essential requirements for university study. Whatever the field of study in humanities/social sciences, knowledge of English is crucial for accessing the vast body of knowledge to pursue academic study, since most of the materials one needs to access are available only in English (as opposed to other Indian languages). In addition, the ability to listen to lectures and take notes, writing assignments, making oral presentations and defending one's point of view, etc is also necessary for a student to do justice to the programme s/he undertakes. Since the medium of instruction in AUD is English, it becomes all the more crucial to support students in becoming competent users of language in academic and real life contexts. This course helps to equip students to deal with higher academic activities/tasks in the predominant language (i.e. English).

6. How does the course link with the specific programme(s) where it is being offered?

The course content draws on different subject areas of students. Thereby, it aims to help students in making sense of their chosen disciplinary studies.

7. Course Details

a. Summary:

This course aims at introducing students to core academic study skills required for study in English medium. The course will introduce language skills and elements in an integrated way, with a view to strengthening their competence to handle disciplinary discourses. The key content areas covered include language skills, vocabulary and grammar in academic English. This course is expected to prepare students for handling academic English in a more general way, in anticipation of a more in-depth and 'hard-core' exposure to disciplinary discourses in the next level course EAP 2.

b. Objectives:

The overarching objective is to build the capacity of students in becoming competent at handling academic discourses in English both oral and written (e.g. academic texts, lectures, etc)

c. Expected learning outcomes:

The student is expected to be able to use various language skills and elements at the end of the course with specific reference to those mentioned in the modules below. The student is also expected to be able to independently engage with academic discourse in written and spoken format and critically comprehend, evaluate and interpret the contents of such discourse.

- d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course begins with an overall introduction to the English language for academic purposes. It will be followed by a study of core language skills – listening, reading, vocabulary and grammar – focusing on specialized subjects. The focus areas will include academic listening, academic reading, academic vocabulary and grammar and core study skills, such as critical thinking, summarizing, paraphrasing, note-taking etc. Course material will be predominantly authentic material drawn from professional literature and the Internet, and may include journal articles, book chapters, passages from textbooks or reference books related to students’ major subjects, as well as audio clips of lectures, talks, debates, research presentations, etc. The materials, tasks and activities will be built around the following modules of language skills and elements.

Module 1: Listening

1. Use academic listening strategies such as prediction, identification of main ideas and specific details, and note-taking.
2. Respond appropriately to spoken instructions.
3. Recognize formal and informal spoken (academic) English.
4. Identify ways of emphasizing, signposting, organising, etc used in spoken (academic) English.

Module 2: Reading

1. Read and comprehend authentic English language publications, both print and electronic, such as newspapers, journals, brochures and catalogues, course materials and online blogs.
2. Demonstrate a working knowledge of appropriate reading and pre-reading strategies such as scanning, annotating, predicting outcomes, making inferences, and identifying main ideas and supporting details.
3. Use strategies to comprehend unfamiliar vocabulary in context.
4. Understand a writer’s purpose
5. Identify main arguments, counter arguments and thesis in academic texts

Module 3A: Speaking

1. Participate in routine academic interactions in the classroom and tutoring situations
2. Orally respond to queries related to the academic texts and topics from the course work
3. Orally present descriptions, summaries, key ideas, paraphrases, etc of oral and written texts
4. Present brief arguments or narratives with props
5. Offer explanations, reasoning, illustrations, basic interpretations of various kinds based on the topics being studied

Module 3B: Writing

1. Prepare written summaries of written and oral academic texts
2. Prepare summaries using a variety of graphical or non-verbal means, e.g. tree diagrams or flow-charts
3. Paraphrase key ideas and expressions from academic texts
4. Take notes from written and oral academic texts, with and without graphical aids
5. Understand and use basic academic writing devices and norms

Module 4A: Vocabulary and Grammar

1. Demonstrate level-appropriate understanding and application of grammar rules
2. Use typographical and punctuation clues to supplement their comprehension
3. Understand structural conventions of various kinds of writings.
4. Acquire and use new academic vocabulary.
5. Identify written and spoken language patterns, including sequential events, cause and effect, compare and contrast, and problem/solution narratives.
6. Identify various academic writing devices such as embedding, use of relative clauses, complex-compound sentences etc.

Module 4B: Study Skills

1. Search for and find relevant information from a range of print and online sources
2. Assess the relevance of collected information to a stated purpose
3. Compare various sources and kinds of information in terms of relevance and efficacy
4. Use various ways of organising and storing information, including thoughts and ideas

Reading List

Bailey, Stephen (2006). *Academic Writing : A Handbook for International Students*. Milton Park : Routledge.

Cotrell, S.(2005). *Critical Thinking Skills*. Basingstoke: Palgrave.

Cox & Hill (2010) *EAP Now!* 2nd Edition. Frenchs Forest: Pearson Australia

Guse (2011) *Communicative Activities for EAP* Cambridge: CUP

Harmer, Jeremy (2003). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited

Hewings, M.(2012). *Cambridge Academic English*. Cambridge: CUP.

Lane, S.(2010). *Instant Academic Skills*. Cambridge: CUP.

Rost, M. (2015) *Teaching and Researching Listening*. London: Routledge.

Swales, J. & C. B. Feak (2000) *English in Today's Research World: A writing guide*. Ann Arbor, MI: Michigan University Press.

Swales, J. (1990) *Genre Analysis: English in academic and research settings*. Cambridge: CUP.

Zemach, D.E. and Rumisek, L.A. 2005 [2003]. *Academic Writing from Paragraph to Essay*. Oxford: Macmillan.

Assessment structure* (modes and frequency of assessments):

- | | |
|--|-----|
| 1. In-class and home assignments (throughout the semester) | 20% |
| 2. Class tests/ quiz/ group discussions/ presentations (throughout the semester) | 30% |

- 3. Mid-semester examination (as per AUD calendar) 20%
- 4. End-semester examination (as per AUD calendar) 30%

[*The types of assessment and weightages are subject change. Students will be informed the assessment plan at the beginning of the semester.]

8. Pedagogy

- a. Instructional strategies (How it is taught?)
Class sessions around readings, discussions on project through pair/group work, study questions and problem solving through tutorials, hands-on tasks,
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None
- c. - Expertise in AUD faculty or outside: Faculty has expertise in various aspects of EAP
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) None

Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- 2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- 3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course
 (To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs (SGA)
Programme(s)	BA
Course title	English for Academic Purposes 2
Course code	
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Compulsory
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Proposed date of launch	On offer from Monsoon Semester 2019
Course coordinator and team	Amol Padwad, Krishna K Dixit, Monal Dewle, Nupur Samuel, Monishita Hajra Pande, Ipshita H. Sasmal

1. Does the course connect to, build on or overlap with any other courses offered in AUD?
 If it links with any courses taught in the either SUS or builds up to courses taught at Masters

This is an advanced course (building on English for Academic Purposes 1 offered in Semester One) targeted at equipping students with advanced language and study skills required for undergraduate study through the English language. The aim is to facilitate student learning in specific disciplines by working with subject specific material. It is targeted at helping students in productive tasks in academic genre (both spoken and written).

2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)

English proficiency equivalent to A2/lower B1 level of CEFR

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As per AUD norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

Semester long

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5. How does the course link with the vision of AUD?

English language proficiency is unarguably one of the most essential requirements for university study. Whatever the field of study in humanities/social sciences, knowledge of English is crucial for accessing the vast body of knowledge to pursue academic study, since most of the materials one needs to access are available only in English (as opposed to other Indian languages). In addition, the ability to listen to lectures and take notes, writing assignments, making oral presentations and defending one's point of view, etc is also necessary for a student to do justice to the programme s/he undertakes. Since the medium of instruction in AUD is English, it becomes all the more crucial to support students in becoming the competent users of language in academic and real life contexts. This course contributes to achieve equity and social justice by equipping students in predominant language (i.e. English) for higher academic accomplishments.

6. How does the course link with the specific programme(s) where it is being offered?

The course content draws on the specific disciplines of students. Thereby, it aims to help students in making sense of their chosen disciplinary studies.

7. Course Details: All headings to be filled

a. Summary:

This course aims at facilitating production of academic English. The primary focus of the course is on introducing students to language skills in an integrated way in order to handle disciplinary discourses. The key content areas covered include skills and elements of academic English at an advanced level with specific reference to specialized subject areas. It is anticipated that this course will prepare students with adequate competence to operate effectively as users of academic English.

b. Objectives:

The overarching objective is to build the competence of the students in academic English at an advanced level. It aims at developing enhanced skills and knowledge of academic English of students in order to enable them to function independently in their studies.

c. Expected learning outcomes:

The student is expected to be able to do the following things at the end of the course in terms of different language skills:

d. Overall structure (course organisation, rationale of organisation; outline of each module):

The course begins with review of ground covered in EAP 1. It will be followed by an advanced level study of the four modules: academic speaking, academic writing,

academic vocabulary and grammar and core study skills. Course material will be predominantly authentic material drawn from professional literature and the Internet, and may include journal articles, book chapters, passages from textbooks or reference books related to students' major subjects, as well as audio clips of lectures, talks, debates, research presentations, etc. Efforts will be made to include texts of students' own choice and interest where feasible. The materials, tasks and activities will be built around the following modules of language skills and elements.

Module 1: Listening

1. Listen to extended oral academic discourse and understand overall gist and key points
2. Listen to and follow the organisation of and inter-relations between parts of extended academic discourse
3. Follow segmental and supra-segmental cues in a spoken text to identify stylistic, emphatic and semantic features of the text

Module 2: Speaking

1. Speak with appropriate accuracy and fluency using moderately complex sentence structures in the context of academic discourse
2. Verbally connect ideas in paragraph-like discourse.
3. Use appropriate verbal intonation and rhythm.
4. Engage in verbal role playing in formal and informal situations.
5. Express views and personal opinions with supporting information.
6. Make formal and informal oral presentations.
7. Engage in group discussions by employing effective strategies to initiate, persuade, convince, interrupt, agree and disagree

Module 3A: Reading

1. Read academic texts with level-appropriate choice and deployment of various strategies
2. Follow typographical, punctuation and stylistic cues to understand focuses, organisation, semantic highlights and extended meanings in academic texts
3. Critically read academic texts to understand arguments and counterarguments, justifications, illustrations, elaborations, etc in them and formulate one's positions and/or interpretations in response to them

Module 3B: Writing

1. Demonstrate a level-appropriate understanding and application of grammar rules in writing
2. Use appropriate typographical and punctuation clues
3. Use structural conventions appropriately in accordance with the type of writing
4. Practice peer editing, self-editing, and revising skills.
5. Write short and long academic compositions of various kinds such as narrative, argumentative and descriptive.
6. Demonstrate a level-appropriate ability to synthesize ideas by referring to multiple sources and arriving at one's own claims/arguments

Module 4A: Vocabulary and Grammar

1. Acquire and use new academic vocabulary.
2. Demonstrate level-appropriate application of grammar in speaking and writing.
3. Accurately compose moderately complex sentences with basic transitions to connect ideas in spoken and written discourse.
4. Use appropriate technical vocabulary, sentence structures and basic stylistic features in written and oral academic compositions.
5. Use appropriate written and spoken language patterns, including sequential events, cause and effect, compare and contrast, and problem/solution narratives.

Module 4B: Study Skills

1. Compare and contrast different written and oral texts on a common topic/ issue
2. Prepare summaries by synthesizing from multiple texts on a common topic/ issue
3. Compare and contrast multiple positions or views on a common topic/ issue in the same or different texts

Reading list

- Bailey, Stephen (2006). *Academic Writing: A Handbook for International Students*. Milton Park: Routledge.
- Cotrell, S. (2005). *Critical Thinking Skills*. Basingstoke: Palgrave.
- Cox & Hill (2010) *EAP Now! 2nd Edition*. Frenchs Forest: Pearson Australia
- Guse (2011) *Communicative Activities for EAP*. Cambridge: CUP
- Harmer, Jeremy (2003). *The Practice of English Language Teaching*. Harlow: Pearson Education Limited
- Hewings, M. (2012). *Cambridge Academic English*. Cambridge: CUP.
- Lanc, S. (2010). *Instant Academic Skills*. Cambridge: CUP.
- Rost, M. (2015) *Teaching and Researching Listening*. London: Routledge.
- Swales, J. & C. B. Feak (2000) *English in Today's Research World: A writing guide*. Ann Arbor, MI: Michigan University Press.
- Swales, J. (1990) *Genre Analysis: English in academic and research settings*. Cambridge: CUP.
- Zemach, D. E. and Rumisck, L.A. 2005 [2003]. *Academic Writing from Paragraph to Essay*. Oxford: Macmillan.

Assessment structure* (modes and frequency of assessments):

- | | |
|---|-----|
| 1. Class tests/ quiz/ assignments | 20% |
| 3. Writing portfolio | 20% |
| 4. Project work (presentation and report) | 20% |
| 4. Mid-sem and/or End-sem examination | 40% |

[*The types of assessment and weightages are subject change. Students will be informed the assessment plan at the beginning of the semester.]

8. Pedagogy

- a. Instructional strategies (How it is taught?)

Class sessions around readings, discussions on project through pair/group work, study questions and problem solving through tutorials, hands-on tasks,

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other - please specify): None
- c. Expertise in AUD faculty or outside: Faculty has expertise in various aspects of EAP
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others) None

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

BA Programme

- **Global Studies**
 - **Sustainable Urbanism**
 - **Social Sciences and Humanities**
-
-
-
-

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**Ambedkar University Delhi
Proposal for Launch of a Course**

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA
Course title	South Asian Trajectories of the Modern State
Course code	SGA1FC115
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Foundation Course
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Dr. Ekta Singh

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course introduces students to the theory and practice of modern state with particular emphasis on South Asian context. There is one elective course offered by the School of Law, Governance and Citizenship on Indian State but it is at the postgraduate level. There is also a foundation course on South Asian political economy offered at undergraduate level. A survey course that familiarizes students with trends and processes in state-society interactions in South Asia is currently not offered in AUD.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No requirement
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 50
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Winter course; Semester-long course
5. Proposed date of launch: Winter 2019

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6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to first year undergraduate students as a foundation course. It introduces students to the changing nature of modern state and state-society interactions in South Asia. The attempt is to enable students to develop critical thinking on issues of governance and to appreciate the specificity of the South Asian context. The course by both covering a wide canvas and discussing the issues in a globalised framework is imagined as a necessary foundation for students to grasp the interconnectedness of the global and the local. By giving an overview of politics in South Asia, the course would serve the needs of students who might later opt to diversify their disciplinary boundaries.

The course is in sync with the AUD vision of foregrounding as well as transcending the disciplinary boundaries through its various programmes and creating an organic link between UG and PG programmes

7. Course Details:

a. Summary

This is a survey course designed to introduce students to the theory and practice of the modern state by contextualizing the emergence and transformations of the states in South Asia. The course would explore the political processes in South Asia by discussing the everyday operations, contestations and contradictions within state practices. The course assumes both state and society as dynamic entities rather than static. The main emphasis throughout the course would be on understanding the specificity in the context of a dynamic local and global environment. The course will be transacted through lectures, reading sessions, group discussions, field visits and visuals.

b. Objectives

- To introduce students to the theory and practice of the modern state
- To help students appreciate the specificity of South Asia
- To see the inter-connectedness of the global and the local
- To develop critical thinking and analytical skills in students

c. Overall structure:

This course is organized around eight modules. The Unit I introduces students to the modern state through the lens of comparative political theory. Unit II historicizes Modern South Asia and discusses how the category of South Asia is contested. Unit III discusses the historical evolution of the postcolonial states

of South Asia. Unit IV exposes students to the developments and transformations in post-independent South Asian States. Unit V deals with state-citizen encounters through everyday state practices. Unit VI introduces students to the contested nature of the State in South Asia. Unit VII delves into the response of the state to some of the emerging crisis and contradictions in the region. Unit VIII explores the possibilities of rethinking and reimagining the State in South Asia.

d. Contents

The module-wise description of the course content is given below.

I. The Modern State: A Fluid Concept (2 Weeks)

The module will introduce students to the concept of the 'modern state' (as understood in western political theory) and other key concepts associated with it like nation, sovereignty, legitimacy and power. Different perspectives and major approaches to the analysis of the state would also be touched upon. The students will be encouraged to understand the modern state as a 'conceptual variable' the attributes of which may differ in different (non-western) contexts.

Essential Readings:

Andrew Heywood (1997). 'The State' in *Politics*, Palgrave Macmillan.

John Hall (2015). 'Varieties of State Experience' in Stephen Leibfried et.al. (ed.) *The Oxford Handbook of Transformations of the State*, Oxford University Press.

Additional Readings

Swaha Das (2008) 'The State', In R. Bhargava and A. Acharya (eds.) *Political Theory: An Introduction*, New Delhi: Pearson Longman.

Nivedita Menon (2008). 'Power' in R. Bhargava and A. Acharya (eds.) *Political Theory: An Introduction*. New Delhi: Pearson Longman

II. The Making of Modern South Asia (1 Week)

The module will introduce students to Modern South Asia by historicizing it. Contestation around the category of 'South Asia' will also be discussed. Students will be acquainted with the debates surrounding South Asian identity and perspective.

Essential Readings

Michael Mann (2015). 'South Asia: a geographical, environmental and historiographical introduction' in *South Asia's Modern History: Thematic Perspectives*, Routledge.

Sugata Bose and Ayesha Jalal (2004). 'South Asian history: An introduction' in *Modern South Asia: History, Culture, Political economy*, Psychology Press.

Aminah Mohammad Arif (2014). 'Introduction Imaginations and Constructions of South Asia: An Enchanting Abstraction?' *South Asia Multidisciplinary Academic Journal (SAMAJ)*

Himal southasian (August 2008) Special Issue 'Southasian Exists'

Additional Readings

For South Asian identity and Perspective- <http://www.sangatnetwork.org/>
Seminar (2012) Special Issue: 'A country of our own: A Symposium on Re-Imagining South Asia'

Kamala Visveswaran (2011). 'Introduction: Reconceptualizing Nation and Region in Modern South Asia' in Kamala Visveswaran ed. *Perspectives on Modern South Asia: A Reader in Culture, History, and Representation*, Wiley-Blackwell.

iii. State Formation and Regime Types: The Postcolonial Condition (1 Week)

The module will acquaint students with the typology of various modern 'state forms' that have developed across the globe with detailed discussion on case studies drawn from the South Asian context. Mechanisms and forces shaping state formation will be discussed. Particular emphasis will be laid on appreciating the differential impact of the colonial legacy in shaping the form and capacity of the states in South Asia (given their varied internal dynamics).

Essential Readings:

Nandini Gooptu (2012). 'The Political Legacy of Colonialism in South Asia' in Douglas Peers and Nandini Gooptu (eds.) *India and the British Empire (Oxford History of British Empire Companion Series)*.

Sabyasachi Bhattacharya (2016). 'Introduction' in *The Colonial State: Theory and Practice*, Primus Books.

Ian Talbott (2010). 'India and Pakistan' in Paul Brass ed. *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. Routledge.

Nira Wickramasinghe (2010). 'Sri Lanka's Independence: Shadows over a Colonial Graft' in Paul Brass ed. *Routledge Handbook of South Asian Politics: India, Pakistan, Bangladesh, Sri Lanka, and Nepal*. Routledge.

Hamza Alavi (1973). 'The State in Post-Colonial Societies—Pakistan and Bangladesh.' in K. Gough and H.P. Sharma (eds.), *Imperialism and Revolution in South Asia*, New York.

Film: *Garam Hawa* (1974).
Documentary: *The British Raj*

Additional Readings:

Philip Oldenburg (2010). 'Introduction: Why India is a democracy and Pakistan is not (yet?) a democracy' in *India, Pakistan, and Democracy: Solving the Puzzle of Divergent Paths*, Routledge.

Ayesha Jalal (1995). 'State formation and political processes in India and Pakistan, 1947-1971' in *Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective*, Cambridge University Press.

iv. Transformations and Trends: Politics and Governance in South Asia (2 Weeks)

The transformations in the role and nature of state will be analyzed by embedding the analysis in the changed context of 'governance' framework wherein state, market and society interact and impinge on each other. The working of political processes and institutions will be studied in post-independent South Asia.

Essential Readings:

Robert W. Bradnock (2016). 'Independent South Asia: contrasting experiences of governance', in *The Routledge Atlas of South Asian Affairs*.

David Ludden (2011). 'Development Regimes in South Asia: History and Governance Conundrum' in Kamala Visveswaran ed. *Perspectives on Modern South Asia: A Reader in Culture, History, and Representation*, Wiley-Blackwell.

Harry Blair (2010). 'Party Overinstitutionalization, Contestation, and Democratic Degradation in Bangladesh' in Paul Brass ed. *Routledge Handbook of South Asian Politics*.

Neil DeVotta (2010). 'Politics and Governance in Post-independence Sri Lanka' in Paul Brass ed. *Routledge Handbook of South Asian Politics*.

Krishna Hachhethu and David Gellner (2010). 'Nepal: Trajectories of Democracy and Restructuring of the State' in Paul Brass ed. *Routledge Handbook of South Asian Politics*.

Suhas Palshikar (2008) 'The Indian State: Constitution and Beyond', in Bhargava, R. (ed.) *Politics and Ethics of the Indian Constitution*. New Delhi: Oxford University Press, pp.143-63.

Additional Readings:

Sri Lanka's Constitutional crisis explained. Link- <https://himalmag.com/sri-lankas-constitutional-crisis-prime-minister-mahinda-rajapaksa-ranil-wickremesinghe-explained-2018/>

Relevant articles from *Himal Southasian* magazine.

Raag Darbari (1968) novel by Sri Lal Sukla, Penguin Books

v. Encountering the Everyday State: Ideas and Practices (2 Weeks)

The unit will familiarize students with the ideas and practices that inform the everyday functioning of the states in South Asia. Emphasizing state as a disaggregated entity and the interconnectedness of the global and the local, the unit will explore state practices anthropologically. Students will be encouraged to identify the glocalizing processes at work wherein sub-national (or local), national and supranational (or global) levels interact and impinge on each other in the working of the states in the region. The micropolitics of state making/operating will be explored through field visits in Delhi-police stations, schools, municipal offices. Students will be encouraged to bring their own experiences of encountering the state through examples like making of aadhaar, passport, and others like filing of income tax.

Essential Readings:

Aradhana Sharma and Akhil Gupta (2006) 'Globalization and Postcolonial States', *Current Anthropology*, 47 (2), pp. 277-307.

Aseema Sinha (2003). 'Rethinking the Developmental State Model. Divided Leviathan and Subnational Comparisons in India', *Comparative Politics*, 35.4: 459-476.

Relevant articles from *Himal Southasian* magazine.

Activities: Field Visit to Municipal Office / Aadhaar centre in Delhi

Additional Readings:

Blom Hansen, Thomas, and Finn Stepputat, (eds.) (2001), *States of Imagination: Ethnographic Explorations of the Postcolonial State*, Duke University Press (Selected Chapters).

Fuller, Chris, and Bénéï, Véronique (2000). *The Everyday State and Society in Modern India*, New Delhi (Selected Chapters).

vi. State-Society Interface: Contestation and Resistance (2 Weeks)

The unit will grapple with the contested nature of state capacity and legitimacy in South Asia through a discussion of internal armed conflicts that have plagued the region and new patterns of mobilization and contestations that have emerged. The implications of the same for citizenship-rights, distributive justice and issues of political obligation will be dealt with.

Essential Readings:

Sumanta Banerjee (2010). 'Radical and Violent Political Movements' in Paul Brass ed. *Routledge Handbook of South Asian Politics*.

Deepa Chopra , Philippa Williams & Bhaskar Vira (2011) 'Politics of citizenship: experiencing state-society relations from the margins', *Contemporary South Asia*, 19:3, 243-247.

Relevant articles from *Himal Southasian* magazine.

The Novel '*The Ministry of Utmost Happiness*' by Arundhati Roy.

Writings of Mahasweta Devi on struggles of tribals.

Additional Readings:

Niraja Gopal Jayal (2013). 'Social Citizenship in Neoliberal Times' in *Citizenship and Its Discontents*, Harvard University Press.

Jugdep S. Chima (2015). *Ethnic Subnationalist Insurgencies in South Asia: Identities, Interests and Challenges to State Authority*, Routledge. (Selected Chapters)

vii. Crisis and Contradictions: Emerging Challenges (1 Week)

The unit is intended to encourage students to appreciate contradictory impulses of state power in globalising South Asia. It will engage with the state response (or lack of it) to the emerging social, economic, and environmental crises and how these developments pose challenges to the form and functioning of the states in South Asia. Issues like statelessness (Rohingya Muslims), surveillance (Aadhaar), extraction, violence and institutional erosion will be debated emphasizing the normative shifts.

Essential Readings:

Relevant Newspaper and Magazine Articles from *Himal Southasian* and *Economic and Political Weekly*.

Additional Readings:

Paula Banerjee et.al ed. (2015). *The State of Being Stateless: An Account of South Asia*, Orient Blackswan.

viii. (Re) Imagining the Modern State: The South Asian Variant (1 Week)

The final module will explore possibilities of rethinking and reimagining the modern state in the light of South Asian experience. Based on learning in the previous modules students will be able to see variability in the conceptual edifice of the modern state in non-western contexts. Thoughts

of Periyar and Tagore will be invoked in their articulation of politics beyond the nation-form.

Essential Reading:

Sudipta Kaviraj (2005). 'On the enchantment of the state: Indian thought on the role of the state in the narrative of modernity' in *European Journal of Sociology* 46(02).

MSS Pandian (2009). 'Nation Impossible', *Economic and Political Weekly*, Vol. 44(10).

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, group discussions, reading sessions, tutorials, films, documentaries and observational field visits

Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

b. Expertise in AUD faculty or outside

The core faculty has the required training and expertise.

c. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessments.

- The first assessment will be a continuous assessment based on participation in class and engagement with the readings which will be gauged through surprise tests, quizzes and group discussions. (30%)
- The second assessment will involve an analytical assignment and presentations (30%).
- The third assessment will consist of a final examination involving descriptive analytical questions (40%).


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Sustainable Urbanism
Course title	Urban Environments
Course code	SGA1SU102
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for 'BA-SU' and 'Politics and Technology SSH track'
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	BA
Course coordinator and team	Dr. Rohit Negi (Coordinator), Dr. Pntpal Randhawa

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is one of the twelve discipline courses for the students of BA in Sustainable Urbanism. It is also a core course for students of the Politics and Technology track of BA-SSH. The course has some overlap with the BA foundation course Environmental Issues and Challenges, though it considers the urban dimensions of the concerns that inform EIC.

2. Specific requirements on the part of students who can be admitted to this course:

(Pre requisites; prior knowledge level; any others – please specify)
 No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

The entire cohort of BA-SU and some 15-odd students of SSH will enrol in this course. Therefore no additional students may be accepted into the course.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second semester BA-SU students as a compulsory discipline course. The vision of the BA programme places a vital importance to environmental concerns, and therefore goal here is to introduce students to these themes early on in their programme. The course aims to build linkages with existing university initiatives such as the student-group TERRA and the work of the Centre for Urban Ecology and Sustainability.

7. Course Details:

a. Summary

The course introduces concepts and issues related to the environment, especially as they intersect with processes of urbanisation. Being a first year course, the idea is to develop understanding of the concepts by relating them concretely to the students' everyday lives. Therefore, the course will include a number of field-activities such as walks and site visits, as well as activities through which students explore their immediate environment. Students will study how urbanisation reconfigures environments, that is, irreversibly changing certain ecosystems and replacing them with other, human-dominated ones. The means through which scientists and advocates look to ameliorate damage will be also highlighted.

b. Objectives

- To develop an understanding of urban environmental and ecological concerns
- To build sensitivity to one's own surroundings and place in the world
- To train students in field methodologies
- To build ability to read diverse material and express thoughts systematically

c. Overall structure:

This course is organized around six units, excluding an introductory module (details below).

#	Topic	Duration
1	Introduction and Basic Concepts	2 weeks

2	The Nature of Urbanisation	2 weeks
3	Land	2 weeks
4	Water	2 weeks
5	Air	2 weeks
6	Health	2 weeks

4. Contents

i. Introduction and Basic Concepts

The opening unit introduces basic concepts such as nature, environment, ecology, ecosystem, biodiversity, adaptation, resilience, and metabolism. These concepts will be built on later in the course. Appropriate multimedia material on ecosystem dynamics will be screened.

Required Readings

Begon, Michael. et al (2006) *Ecology: From individuals to ecosystems*. Blackwell. Part 1.

Krishen, Pradip (2006) *Trees of Delhi: A Field Guide*. Penguin

India. Reference.

Suggested Readings:

McKinney, M. L. (2008) Effects of urbanization on species richness: a review of plants and animals. *Urban Ecosystems* 11(2): 161-176.

Field-visit

A field visit to a remnant ecosystem like the Delhi Ridge will be conducted as part of this unit. An inventory of all tree species on the AUD campus will also be generated with the help of Krishen (2006).

ii. The Nature of Urbanisation

The urban process in part turns nature into resources to be extracted and used for economic ends. The first concern of the module then is to consider the manner of this engagement of proximate and distant resources as part of urbanisation. The second, is to examine the landscapes that urban areas are themselves transformed into. These can

be viewed as a gradient of urban environments—from peri-urban mix of agriculture and settlements, to high-density paved spaces typical of urban cores. The fates of the metabolised matter urbanisation creates as waste will also be discussed.

Required Readings

Gandy, M. (2012) Where does the city end? *Architectural Design*, 82 (1): 118–119

Gill, K (2007) Interlinked contracts and social power: Patronage and exploitation in India's waste recovery market *Journal of Development Studies* 43(8): 1448-1474.

Misra, T. (2018) The Kerala floods: a disastrous consequence of unchecked urbanization. *CityLab*. Available at <https://www.citylab.com/environment/2018/08/the-kerala-floods-a-disastrous-consequence-of-unchecked-urbanization/569014/>

Walsh, B (2012) Urban planet: how growing cities will wreck the environment unless we build them right. *Time*. Available at <http://science.time.com/2012/09/18/urban-planet-how-growing-cities-will-wreck-the-environment-unless-we-build-them-right/>

Suggested Readings

Kaika, M and E Swyngedouw (2008) The Urbanization of Nature: Great Promises, Impasse and New Beginnings. In G Bridge and S Watson (eds) *The New Blackwell Companion to the City*. Blackwell.

iii. Land

Units subsequent to the first two delve in depth into four environmental imbrications of urbanisation that are critically important to our immediate context. The first of these concerns the changes brought about on and underneath the earth's surface. These include changes in soil chemistry, extraction and excavation of earth, land cover change, and the progressive paving over natural surfaces. Each of these have impacts on fauna, climate and human livelihoods and the quality of life.

Required Readings

Fazal, Shahab (2000) Urban expansion and loss of agricultural land: a GIS based study of Saharanpur City, India. *Environment and Urbanisation* 12(2): 133-149.

Ohtson, Kristing (2014) *The Soil will Save us: How Scientists, Farmers, and Foodies are Healing the Soil to Save the Planet*. NY: Rodale. Ch 1 and 4

Zalasiewicz, Jan (2018) *Geology: A Very Short Introduction*. OUP. Ch 5 (Earth Surface Geology)

Suggested Readings

Sambyal, SS and R Agarwal (2017) Burn it all. That is NITI Aayog's solution to India's solid waste management woes. *Down to Earth*. Available at <https://www.downtoearth.org.in/news/waste/burn-it-all-58827>.

Field-visit

Field visit to peri-urban area around Delhi, such as Ghaziabad or Ghummanhera will be conducted to supplement the class discussions.

iv. Water

While water in its natural form is a necessity for human and non-human life, it assumes social-economic-political forms in urban areas. There are concerns of access, quality and affordability that play out in debates around public or private provisioning. In addition, in the absence of adequate supply through formal channels, a majority of Indian cities' residents access water through a panoply of informal means. These struggles in turn form the bedrock of urban living for the majority. This unit will think through water in its multiple dimensions, urging students to evaluate their own relationship with it via means like noting use in their neighbourhoods.

Required reading

Banerjee, Sarnath. *All Quiet in Vikaspuri*. HarperCollins India.

Dawson, Ashley (2018) Cape Town has a New Apartheid. *Washington Post*. Available from <https://www.washingtonpost.com/news/theworldpost/wp/2018/07/10/cape-town/?noredirect=on>

Suggested reading

Allen, Adriana et al (2006) The peri-urban water poor: citizens or consumers? *Environment and Urbanization* 18(2): 333-351.

v. Air

From being taken for granted for centuries, air has become an issue of major concern across many urban regions across the world. Every other day, new scientific studies link toxic air to risks from lung ailments and heart diseases to dementia. Delhi is at the epicentre of this global debate, often topping the dubious list of the most polluted cities of the world. This unit will examine the constituents of toxic air, its causes, its impacts, and the several attempts to ameliorate pollution. At the same time, not everyone in the city breathes the same air—certain neighbourhoods and indoor spaces are more toxic than others.

Required reading

Singh, Siddharth (2018) *The Great Smog of India*. Penguin India. Ch 1-2.

Guttikanda, Sarath (2017) *Primer on Source Apportionment of Air Pollution*. Urban Emissions. Available from [http://urbanemissions.info/wp-content/uploads/docs/What is Source Apportionment.pdf](http://urbanemissions.info/wp-content/uploads/docs/What_is_Source_Apportionment.pdf)

Sharam, Awadhendra (2003). 'Governing technology: the city in the age of environmental crisis', *Sarai Reader*, available from <http://archive.sarai.net/files/original/49d507deb6a97cb34e10a82b6275aee9.pdf>.

Suggested reading

Negi, R (forthcoming) Urban Air. *Public Culture* special issue on 'Concept Histories of the Urban'.

Field-visit

To develop an understanding of differentiated risk, we will cut a transect across the Delhi region with an air quality monitor and record the air that people in different part of the city breathe.

vi. Health

Given the issues described in the previous three sections, environmental health has emerged as a critical area of study and action in urban areas. In the Delhi region, for instance, residents must negotiate risks caused by vector-borne diseases, unclean drinking water, polluted air, and tainted food. More chronic lifestyle ailments like diabetes and heart-diseases are also on the rise in urban areas, as are our mental illnesses. The final unit of the course will consider emergent concepts in urban health alongwith the existing and planned infrastructures that aim to cope with them.

Required reading

Bollyky, Thomas (2018) *Plagues and the Paradox of Progress: Why the World is Getting Healthier in Worrisome Ways*. MIT Press. Ch 4, 5.

Patel, Raj (2012) *Stuffed and Starved: The Hidden Battle for the World Food System* (expanded edition). Melville House. Introduction and Ch 8.

Nigam, Aditya (2002) 'Theatre of the urban: the strange case of the monkeyman', *Sarai Reader*. Available from <http://archive.sarai.net/files/original/9db200b1072c5a230a6882d14d43d259.pdf>.

Suggested reading

Koren, Herman and MS Bisesi (2017) *Handbook of Environmental Health: Biological, Chemical and Physical Agents of Environmentally Related Disease: Vol.1*. CRC Press. Reference.

Field-visit

Students will engage in activities such as documenting disease in and health of their own family, while visit to a Mohalla Clinic may be organised as part of this unit.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, tutorials and field-based learning, the details of the latter are provided in the course description. The course will use an online platform (Google Classroom) that enables students to track the course's progress and their own contributions.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The faculty team teaching the course has training in the field of Urban Planning, Political Ecology, and Urban Policy.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Special lectures by advocates and experts in the civil society will be organised. Long term partnerships with external organisations like Chintan and Toxic Links will be explored through this course.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 40%)
- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (25%).
- The third assessment will consist of a final examination (35%).

Signature of Course Coordinator(s)

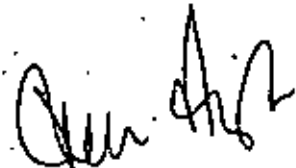
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Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA – GS, SSH
Course title	French II
Course code	SGA1GS103
Credits -	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Adjunct Faculty

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course is offered as part of the compulsory foreign language component of the BA-GS programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)

Must have completed the course, French I

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

Languages are a window into different cultures around the world. In this globalized world, learning a foreign language opens the mind to the way of life of people in other countries thereby giving students a larger perspective. French is spoken in Europe as well as Africa and, of course, parts of Asia and Northern America. An insight into French and

Francophone culture and history through learning this language would complement the global studies course.

7. Course Details:

a. Summary

Learning a foreign language is not only a practical skill that adds value to any CV but is also useful in discovering and understanding a foreign culture and people. French is amongst the top languages in the world having an official status in many countries. It is also one of the official languages of many international bodies like the United Nations. A language with a rich history, French has influenced art, literature, cinema, philosophy, gastronomy among other fields worldwide. Learning French can lead to a deeper understanding of not just French but also Francophone culture including Canada, parts of Africa, Europe and Asia.

b. Objectives

The following objectives are to be achieved by the end of French II

- **Listening Comprehension** – To be able to understand phrases and the highest frequency vocabulary related to areas of personal relevance like family, shopping and daily activities. To be able to catch the main points in short, clear, simple messages and announcements
- **Reading Comprehension** - To be able to read short, simple texts and understand short basic personal letters. To also be able to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables
- **Spoken interaction and production** - To be able to use a series of phrases and sentences to describe briefly one's family, living conditions and educational background.
- **Writing** - To be able to write short messages and notes related to matters of immediate need as well as short personal letters

c. Overall structure:

In this course, I propose to adopt a task-based and communication-based approach to teaching a foreign language wherein students will learn French through various activities and tasks to be performed in groups or individually. The focus of the classes will be to get students to accomplish various tasks for which grammar and vocabulary will be the tools provided through the book, other documents, songs or videos. I will try to use authentic documents so that students do not feel that their knowledge is limited to a classroom. The documents will also provide information about

French and Francophone culture in order to ensure holistic learning. Of the four skills of reading comprehension, listening comprehension, spoken expression and written expression, the course shall focus more on the first three as one of the ideas behind this course is to enable students to identify French when they see or hear it and use acquired knowledge to understand what it could mean even if they come across a document that is above their language level.

d. Contents

One cannot exactly specify the time in which certain concepts will be covered as the response of the students determines the pace and sometimes the direction of teaching. However, by the end of the second semester, students will have almost acquired the A1 level as defined by the Common European Framework for languages. Overall, the course shall follow the outline laid out in the book so that it serves as a reference point for the students. The course shall be supplemented by documents from other books, songs and videos and other internet resources in order to make a particular activity more interesting and promote autonomy in the students' learning experience.

In the second semester, the topics to be covered will be vacations, housing and development of the city, the workplace and stereotypes. In grammar, the students will learn to compare situations, the past imperfect tense, as well as reported speech, the past perfect or pluperfect and relative pronouns. The vocabulary related to houses, furniture, countries, daily and touristic activities and one's educational qualifications will be used. Students will be able to make longer, more descriptive sentences giving at least a few details.

Readings:

Textbook:

- Hugot, Catherine et al., *Alter Ego + 1 : méthode de français : A1*, Paris : Hachette, 2012

Other books that may be consulted:

- Cocton, Marie-Noëlle et al., *Saison 1*, Les éditions Didier, 2015
- Denyer, Monique et al., *Version originale 1*, Editions Maison de Langues, 2009
- Grégoire, Maïa, *Grammaire progressive du français – niveau débutant*, Cléinternational, 2010

- Noutchié-Njiké, Jackson, *Civilisation progressive de la francophonie – niveau débutant*, Clé International, 2016
- Miquel, Claire, *Vocabulaire progressif du français – niveau débutant*, Clé International, 2014
- Charlac, Lucile et al., *Phonétique progressive du français – niveau débutant*, Clé International, 2014
- Grand-Clément, Odile, *Civilisation en dialogues – niveau débutant*, Clé International, 2007
- Miquel, Claire, *Grammaire en dialogues – Niveau débutant*, Clé International, 2005.
- Debyser, Francis and Jean-Marc Caré, *Jeu, langage et créativité : les jeux dans la classe de français*, Hachette, 1992
- Weiss, François, *Jeux et activités communicatives dans la classe de langue*, Hachette, 1989

Internet sources:

- www.rfi.fr (International French Radio)
- www.tv5monde.fr (International French TV channel)

8. Pedagogy:

a. Instructional design

The course will be a combination of activities, role play dialogues, written expression and oral presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Projector and speakers are a must. A language lab would be ideal to refine the students' language skills.

c. Expertise in AUD faculty or outside

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

The French language learning institute, Alliance française de Delhi, is a cultural hub for French and Francophone culture where many plays, concerts, photo exhibitions and various other cultural activities are organized. Linkage with this Institute would be beneficial for the students and provide them access to a francophone environment



that is motivating and that promotes language learning by going beyond the classroom.

9. Assessment structure (modes and frequency of assessments)

Continuous evaluation is required. The course will have the following assessments:

- Class participation and workbook (10%)
- Oral exam (10%)
- Class presentation (20%)
- Worksheets related to the topics covered once a month (30%)
- Final examination at the end of the course (30%)

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its meeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SGA
Programme(s)	BA Global Studies (BA-GS) & SSH
Course title	Beginners Level (Chinese 2)
Course code	SGA1GS103
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course offered as part of the compulsory foreign language component of the BA-GS programme.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): Successfully completed Chinese I.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

As there will be two languages (Chinese and French) offered in the monsoon semester 2018, therefore, the number of students opting for either language will be restricted to between 30 students.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Monsoon 2018

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

One of the main reason why the Chinese language is becoming hugely attractive globally in recent times is China's booming economy and its rising status as a global superpower. Over the last 40 years, China has

transformed itself from an impoverished third world country to become what is arguably the largest global economy. During this same period, China has opened itself up to the world, encouraging foreign investment and economic cooperation. Even though most Chinese learn English in school, they cannot speak English very fluently which is why there is a huge demand for people who know both Chinese and English who can bridge the gap between this new growing China and the wider world. For students who are engaged in courses which have a global perspective, knowing Chinese as a language would make them better equipped to fill this gap of understanding.

7. Course Details:

a. Summary

In the second semester, after becoming familiar with the Chinese phonetic structure, tones, pronunciation, character writing and simple grammatical structure, the students will be taught new grammatical components and more complex grammatical structures. The corpus of vocabulary will also be increased simultaneously. As a section of this foundation course, listening, speaking, reading and writing skills will be built upon in a systematic manner.

b. Objectives

- The most general objectives of the course are to introduce China, its language and culture. Specific objectives are to help students develop an informed understanding of Chinese linguistic behaviour, society and culture. Concrete objectives include:
- Further increase the students grasp on the grammatical structure and vocabulary in Chinese.
- Increase the use of the most basic and frequently used everyday expressions in Chinese.
- Gaining fluency in speaking and increasing listening ability for everyday use of the language.
- The students should be able to read and write over 100 characters and comprehend more than 150 words.

c. Overall structure:

<p>WEEK I Introduction of the structural particle 的 (indicating possession). Names of some countries of the world in Chinese</p>	<p>WEEK II Use of the attributive (adjectival modifier). Introduction and use of interrogative pronouns.</p>	<p>WEEK III Introduction to the verb 有 and its negative use. Expanding the use of the measure words. The different ways of expressing the number 2.</p>	<p>WEEK IV Sentences with and adjective as a predicate. Formation of affirmative-negative questions.</p>	<p>WEEK V Reading and comprehension of paragraphs.</p>	<p>WEEK VI Sentences with verbal predicates and their negative forms. Plural suffix.</p>
<p>WEEK VII Use of adverbial adjunct. Different uses of prepositions 上 and 下.</p>	<p>WEEK VIII Chinese currency and monetary units.</p>	<p>WEEK IX Reading time in Chinese.</p>	<p>WEEK X Chinese calendar and days of the week.</p>	<p>WEEK XI Expanded use of everyday sentences including which day of the week it is, what time it is.</p>	<p>WEEK XII Formation of simple paragraphs with acquired vocabulary and grammar.</p>

Prescribed Textbooks:

- 1) Elementary Chinese Reader (Revised Edition) Part 1 with Audio CDs, published by Sinolingua, Beijing, China
- 2) Elementary Chinese Reader (Revised Edition) Part 2 with Audio CDs, published by Sinolingua, Beijing, China

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, documentary shows, thematic discussions and presentations.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify) Lab with computers and audio equipment.

None

- c. Expertise in AUD faculty or outside: NA

- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None

9. Assessment structure (modes and frequency of assessments)

The course will follow the AUD norms regarding assessments.

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its meeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
 Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School / Centre proposing the course	School of Global Affairs .
Programme(s)	BA Global Studies
Course title	Historio-Graphic Novels
Course code	SGA1EL101
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Optional
Level (Predoctoral / MA / PG / Diploma / Certificate / UG)	UG – 2 nd Semester
Course coordinator and team	Anil Persaud

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

As per the BA-GS concept note, UG courses in the SGA adopt the following norm with regards to 100 level courses: 100 level courses, with a focus on events, people and places, will aim to develop students' reading, writing and presentation skills. In that regard this is a 100 level course. Being a second semester course it builds on students English language skills, as well as their first semester Foundation and Major courses.

As mentioned below, there is a drawing component to this course and as such it will greatly benefit from other undergraduate drawing courses offered at AUD.

This course allows students to meet the requirements of the 'Literary Humanities' and 'Global Humanities' streams in the SSH and Global Studies programmes, respectively.

By virtue of being a second semester course this course both builds upon as well as *builds towards*: as the wide range of thematic possibilities suggest, this course may also serve as a first UG encounter with themes that will be further developed in coming semesters.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify):

Students must have either passed or be presently enrolled in EAP. Vernacular versions or alternatives do not exist.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 35

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Winter semester long course
5. Proposed date of launch: WS2019
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?
7. Course Details:
 - a. Summary: This first year optional course will explore global history through the use of graphic novels, lightly supplemented with other readings as required and acquired by students, relying heavily on internet sources such as Wikipedia.
 - b. Objectives: To not diminish the students' interest in learning.
 - c. Overall structure: One graphic novel every two weeks, so approximately 6-8 novels will be read in this course over the semester.
 - d. Contents (brief note on each module; indicative reading list with core and supplementary readings):

The readings are organised according to the following themes, with two novels per theme.

Modules	Themes	Texts	Weeks
Introduction	Reading Graphically: Graphic novels as an emotional historiography.	See 1 below this table.	2 (spread over the semester)
1	Space and Place	1. Malik Sajad. <i>Munnu.</i> 2. Joe Sacco, <i>Palestine.</i>	2
2	Holocausts: Nuclear and Nazi.	1. Keiji Nakazawa, <i>Barefoot Gen.</i> 2. Art Spiegelman, 2 <i>Maus I & II.</i>	2
3	Revolutions	1. Marjane Satrapi, <i>Persepolis.</i> 2. Allan Moore, V <i>for Vendetta.</i>	2

4	Environmental Issues	1. Philippe Squarzoni, <i>Climate Changed: A Personal Journey Through the Science.</i>	
		2. Orijit Sen, <i>The River Stories.</i>	2
5	Identity and Agency.	1. Amrta Patil, <i>Kari.</i> 2. Trevor R. Getz and Liz Clark (authors), Liz Clarke (illustrator), <i>Abina and the Important Men.</i>	2

1. Introduction:

1. Instructor lectures will be on the two topics of a) 'Reading the graphic novel', How does the graphic novel add emotion to history? What does it mean to say that it does? How are graphic novels different from photographic representations of the same event? What does the history of emotions have to say on this question? and b) History and historiography (of the graphic novel). What is historiography and how is the graphic novel a part of historiography and what is unique about the graphic novel's historiographicality? are some of the questions we will ask. The course will end with readings on ways of seeing that interrogate the limits of human cognition from both the social science and natural science perspectives. The materials below, though presented as a part of the introduction, will be spread out over the course. For instance, we will use Sen's *River of Stories* in combination with Pramod Nayar's *The Indian Graphic Novel: Nation, History and Critique* to study the history of graphic narratives in the Indian context, and Anne Cooper-Chen's "The Dominant Trope": Sex, Violence, and Hierarchy in Japanese Comics for Men" in conjunction with *Barefoot Gen* to present the feminist critique of the manga comic. Furthermore, while not all the materials given below will be assigned as required readings for students, they will shape the contours of the classroom lectures:

On the Graphic Novel:

- a) Pramod K. Naya. *The Indian Graphic Novel: Nation, history and critique* Routledge, 2016.
- b) Scott Mccloud, *Understanding Comics: The Invisible Art*. Harper Paperbacks, 1994. (In graphic form.)
- c) Scott Mccloud, *Making Comics: Storytelling Secrets of Comics, Manga and Graphic Novels*. Harper Paperbacks, 2006. (In graphic form.)
- d) Tychinski, Stan. Brodart.com: "A Brief History of the Graphic Novel" (n.d., 2004)
- e) Anne Cooper-Chen, "'The Dominant Trope': Sex, Violence, and Hierarchy in Japanese Comics for Men." In, *Comics and Ideology*, Matthew P. McAllister, Edward H. Sewell, Jr., and Ian Gordon (eds.). Peter Lang Inc., 2001
- f) John Berger's "Ways of Seeing" 4 part 1972 BBC series available on Youtube.
- g) Pierre Jacob and Marc Jeannerod, *Ways of Seeing: The Scope and Limits of Visual Cognition*. OUP, 2003. Reading: "Introduction: What is Human visual cognition?" OUP, 2003.
- h) Joseph Campbell, *Hero with a thousand faces*. On narrative and storytelling
- i) James Flood, Diane Lapp, Shirley Brice Heath, *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts*. 2004.

On History and Emotions:

- j) Sarah Maza, *Thinking about History* (2017). University of Chicago, 2017.
- k) Jan Plamper(author), Keith Tribe (Translator), *The History of Emotions, An Introduction*. (Original in German). Oxford University Press, 2012. Sections we will focus on include: Introduction to History and Emotions which asks such questions as, What Is Emotion? Who Has Emotion? Where Is Emotion? Do Emotions Have a History? What Sources Might We Use in Writing the History of Emotions? And, Chapter 4, "Perspectives in the History of Emotions" that first aims to identify Emotional Practices then explores how they are Mobilized, Named, Communicated and Regulated before delving into perspectives in the history of emotions such as:

- a) Political History, Social Movements, and Emotions
- b) Economic History and Emotions
- c) Legal History and Emotions
- d) Media History and Emotions
- e) Oral History, Memory, and Emotions
- f) Historians as Emotional Beings.

l) Nick Sousanis, *Unflattening*. Harvard University Press, 2015. "The primacy of words over images has deep roots in Western culture. But what if the two are inextricably linked, equal partners in meaning-making? Written and drawn entirely as comics, *Unflattening* is an experiment in visual thinking. Nick Sousanis defies conventional forms of scholarly discourse to offer readers both a stunning work of graphic art and a serious inquiry into the ways humans construct knowledge."

Resource text for political concepts:

m) Carolyn Gallaher et al., *Key Concepts in Political Geography*. Sage, 2009. The use of a political geography approach to these concepts is fitting for this course as it will help to encourage the spatial and global perspective that the School of Global Affairs aims to foster. This text succinctly introduces such concepts as: Colonialism/Imperialism; Political Economy; Ideology; Socialism; Neoliberalism; Globalization; Migration; Violence and Identity - all of which inform the historical events covered in these graphic novels.

2. Module 1: Space and Place making. - 2 weeks. The themes to be discussed in each Module will be determined by the novels being read. The themes suggested at the beginning of each Module, (for instance, 'Space and Place making', 'Holocausts, Revolutions etc.', are only meant to provide a connecting thread within the Module. Students will be encouraged to evolve their own connections between novels, within modules and across the course. The descriptions of the novels to be read provided below are intended to suggest the possible thematic and historical directions the class discussions can take.

i. Malik Sajad. *Munnu*. Fourth Estate, 2014. A beautifully drawn graphic novel that illuminates the conflicted land of Kashmir, through a young boy's childhood. Seven-year-old Munnu is growing up in Indian-administered Kashmir. Closely based on Malik Sajad's own childhood and experiences, it is an evocatively drawn graphic novel that questions every aspect of the Kashmir situation - the faults and responsibilities of every side, the history of the region, the role of Britain and the West, the possibilities for the future. It opens up the story of this contested and conflicted land, while also giving a

brilliantly close, funny and warm-hearted portrait of a boy's childhood and coming-of-age.

- ii. Joe Sacco, *Palestine*. Fantagraphics Books, 2001. *Palestine* is a non-fiction graphic novel written and drawn by Joe Sacco about his experiences in the West Bank and the Gaza Strip in December 1991 and January 1992. Sacco's portrayal of the situation emphasizes the history and plight of the Palestinian people, as a group and as individuals.

3. Module II: Holocausts: Nuclear and Nazi. - 2 weeks

- iii. Keiji Nakazawa, *Barefoot Gen*. Last Gasp, 1977. Dealing with the Nuclear Holocaust/Japan/WWII, *Barefoot Gen* is a Japanese manga series by Keiji Nakazawa. Loosely based on Nakazawa's own experiences as a Hiroshima survivor, the series begins in 1945 in and around Hiroshima, Japan, where the six-year-old boy Gen Nakaoka lives with his family.
- iv. Art Spiegelman, *Maus I & II*. Pantheon, 1993. Through the Nazi Holocaust/Europe/WWII, *Maus* depicts the author Art Spiegelman interviewing his father about his experiences as a Polish Jew and Holocaust survivor.

4. Module III: Revolutions: Iran and England. - 2 weeks

- v. Marjane Satrapi, *Persepolis*. Pantheon, 2004. *Persepolis* is a graphic autobiography by Marjane Satrapi that depicts her childhood up to her early adult years in Iran during and after the Islamic Revolution. The title is a reference to the ancient capital of the Persian Empire, Persepolis.
- vi. Alan Moore (writer) and David Lloyd (illustrator), *V for Vendetta*. Quality Communications, 1982-88. A story about loss of freedom and individuality, *V for Vendetta* takes place in a totalitarian England following a devastating war that changed the face of the planet. In a world without political freedom, personal freedom, and little faith in anything, comes a mysterious man with a white porcelain mask who fights political oppressors through terrorism and seemingly absurd acts in the tale of the blurred lines between ideological good and evil.

5. Module IV: Environmental Issues. - 2 weeks

- vii. Philippe Squarzoni, *Climate Changed: A Personal Journey Through the Science*. Harry N. Abrams, 2014. This novel

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traces Squarzoni's own process as he learns about climate science and politics. Along the way, he weaves in personal moments with his life partner, his dog, his travels, and his favorite movies. He explains and depicts everything from atmospheric science to the Intergovernmental Panel on Climate Change, from climate disasters to renewable energies, adding in his own reflections and ruminations about it all. Squarzoni is interested in political discourse, but he's not taking sides. He's not an environmentalist or a scientist or a policy advocate.

viii. Orijit Sen, *River of Stories*. Kalpvriksh, 1994. On the construction of dams on the Narmada River and woven around the Narmada Bachao Andolan. *River Stories* is India's first graphic novel.

6. Module V: Identity, Community and Agency. - 2 weeks

ix. Amruta Patil, *Kari*. Harper Collins, 2008. *Kari* features a lesbian woman as its central protagonist. But *Kari* is not just a lesbian graphic novel, it is much more. It is a view of the kind of society we inhabit. It shows the reader how this society presumes certain things and tries to shape us as human beings. It is a deeply moving narrative centered around the search for self in this increasingly dominating society mired in difference and discrimination.

x. Trevor R. Getz and Liz Clark (authors), Liz Clarke (illustrator), *Abina and the Important Men*. OUP, 2012. *Abina* is a compelling and powerfully illustrated "graphic history" based on an 1876 court transcript of a West African woman named Abina, who was wrongfully enslaved and took her case to court. The book is a microhistory that does much more than simply depict an event in the past; it uses the power of illustration to convey important themes in world history and to reveal the processes by which history is made. The story of Abina Mansah—a woman "without history" who was wrongfully enslaved, escaped to British-controlled territory, and then took her former master to court—takes place in the complex world of the Gold Coast at the onset of late nineteenth-century colonialism.

Other possibilities:

a) Gord Hill, *The 500 Years of Resistance Comic Book*. PM Press, 2009.

1. Sarnath Banerjee, *In Corridor* Penguin, 2004. Portrays the complex layers of urban Indian life.
2. Film: *Welcome to Sarajevo* is a British war film released in 1997. It is directed by Michael Winterbottom. The screenplay is by Frank Cottrell Boyce and is based on the book *Natasha's Story* by Michael Nicholson.
3. John Lewis, Andrew Aydin (authors), Nate Powell (artist), *March*. Top Shelf, 2013. Congressman John Lewis (1940 - present) is an American icon, one of the key figures of the civil rights movement. His commitment to justice and nonviolence has taken him from an Alabama sharecropper's farm to the halls of Congress, from a segregated schoolroom to the 1963 March on Washington, and from receiving beatings from state troopers to receiving the Medal of Freedom from the first African-American president. *March* is a vivid first-hand account of John Lewis' lifelong struggle for civil and human rights, meditating in the modern age on the distance traveled since the days of Jim Crow and segregation. Rooted in Lewis' personal story, it also reflects on the highs and lows of the broader civil rights movement.
4. *Still I Rise* is a graphic novel by Richard Laird and Taneshia Nash Laird. Featuring black icons such as Barack Obama to Martin Luther King, Jr., *Still I Rise* attempts to chronicle the entire history of black America.
5. *Strange Fruit*, by Joel Christian Gill with a forward by Henry Louis Gates, Jr., is a collection of untold stories from black American History.
6. Will Eisner, *Fagin the Jew: A Graphic Novel*. Doubleday, 2003.
7. Julie March, *Blue is the Warmest Colour*. Arsenal Pulp Press, 2013. In this originally French full-colour graphic novel a tender, bittersweet a young woman named Clementine discovers herself and the elusive magic of love when she meets a confident blue-haired girl named Emma: a lesbian love story for the ages that bristles with the energy of youth and rebellion and the eternal light of desire.
8. Neil Gaiman (author), Sam Kieth et al (illustrators), *The Sandman*. DC Comics, 1989-1996. The main character of *The Sandman* is Dream, also known as Morpheus and other names, who is one of the seven Endless. The other Endless

are Destiny, Death, Desire, Despair, Delirium (formerly Delight) and Destruction. The series is famous for Gaiman's trademark use of anthropomorphic personification of various metaphysical entities, while also blending mythology and history in its horror setting within the DC Universe. *The Sandman* is a story about stories and how Morpheus, the Lord of Dreams, is captured and subsequently learns that sometimes change is inevitable.

9. Gareth Morris (author) et al, (of the [Losing and Finding a Home Project](#)), *Somewhere Nowhere: A Graphic Novel About Homelessness*. [lulu.com](#), 2012. What would be a novel way of engaging people more people with research findings? Academics are wondering if traditional journal articles are still fit for purpose or if an injection of creativity is needed. *Somewhere Nowhere*, academic research published in the form of a graphic novel, looks at how illustrated findings can draw greater impact for researchers. People who have experienced homelessness have led diverse, captivating, heartbreaking, and inspiring lives. And in the telling of these stories, there was regret, shame, pride, success, sadness, and humour. These stories helped us understand what can happen in a person's life to lead them toward homelessness; these stories were worth retelling to a larger audience.

Supplementary non-graphic readings: TBD

8. Pedagogy:

- a. **Instructional design:** This course is designed using graphic novels as its primary texts, supplemented by a variety of internet resources such as Wikipedia. Student driven learning and teaching will be the pedagogical approach to this class, i.e., while the novels have been grouped, for purposes of transactability, under thematic rubrics, students will be encouraged to take each pair of texts in directions of their interest. After having provided them with the weekly course outline, the role of the instructor will be to guide the emergent discussion. As such, this will be an activity and student-presentation based course in which students will work in groups in two ways: a) each group will work together to put together PPT presentations that speak for themselves on the themes raised in the novels and to be presented to the class. Out of these presentations the class discussion will take place. b) Students will not only learn how to read graphic novels, they will also be encouraged if not required to make a graphic novel of their own. In addition to being provided with Scott

McCloud's *Understanding Comics*, arrangements will be made for holding a few drawing workshops based on McCloud's guide to drawing mentioned above.

Why the graphic novel form? The Introductory lectures in this course will share with students ongoing research on learning through the visual arts, such as McCloud's above and Diane Lapp et al's. It would also be useful to acquire copies of Shirley Brice Heath and Vikram Bhagat's 1997 study on *Reading Comics, the Invisible Art*. The second reason, however, for using graphic novels can be summed up, based on the above mentioned work, as follows (as per the reviewer, 'The Learning Strategist'):

1. They are great at motivating less-motivated or struggling readers, including those w/learning disabilities. The Yale Center for Dyslexia and Creativity calls graphic novels "grand equalizers" because they help struggling and strong readers to discuss on a level playing field.
2. They are helpful teaching and learning tools. Graphic novels can help develop critical thinking skills, allowing students to make inferences, and discuss a story's moving parts. They also learn to read and talk about expression.
3. Graphic novels can serve as a way for students to connect with the world around them. They can take texts considered to be outdated and boring and make them more appealing; they can also initiate discussions of world events. See Art Spiegelman's *Maus*, for example.

Given our experiences so far with leveling the playing field in our UG classes, all of the above suggest that graphic novels should be experimented with as a teaching and learning tool.

- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Overhead Projector and Speakers. I suspect that this course will not be available to the visually impaired.
- c. **Expertise in AUD faculty or outside:** As required and available. As mentioned under 'Instructional Design' above, internal or external faculty will be sought to facilitate a drawing workshop with students of the course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others):

- 9. **Assessment structure (modes and frequency of assessments):** Group Project - prepare a visual essay (with text) based on issues arising in the course and reflected in everyday life - (30%), Group Presentation(s) - PPTs by one group per Module (40%) and in-class test(s) (30%). The in-class test will assess reading and comprehension skills through understanding and analysis of plot, and the ability to engage with ideas.


Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
- 2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
- 3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on..... and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA Global Studies; Sustainable Urbanism; SSH
Course Title	Language, Society and Culture
Course Code	SGA1EL103
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Elective
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	UG
Proposed date of launch	Winter Semester 2019
Course coordinator and team	Amol Padwad and Krishna K Dixit

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This is an elective course intended at building a foundation for other courses offered in SGA. It is connected to all other courses as the focus of the course is on exploring and understanding the dynamics between language, society and culture in general and in Indian context in particular.

2. Specific requirement on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No pre-requisites

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

It is a Semester-long course and it will be offered in a blended mode incorporating seminars, workshops, and online support.

5. Proposed date of launch: Winter semester 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course is offered to the first year undergraduate students of SGA as an elective. The programme includes a global humanities strand including various subthemes related to language and media, culture, religion, migration and movement. It introduces the entities society and culture as mediated and constructed through language. In the shaping and evolution of the present globalised world language play a vital role. Languages are interacting in unprecedented ways, affecting and affected by cultural, political and social processes and contributing to hegemonic phenomena. It is intended at shaping a critical understanding of the current global world. In this sense the course attempts to address three core concerns of AUD's vision: interdisciplinary approach, critical thinking, and global citizenship.

7. Course Details

a. Summary

The course is situated in sociolinguistics with themes from history, sociology, cultural studies, literature and politics. Beginning with the notion of language and its key features and functions, the course discusses the concepts of speech communities, language variations and varieties of language. It explores how language reflects and constructs aspects of socio-cultural reality like caste, gender, class, identity to mention a few. The course also introduces the complex inter-relationship between language and culture, and some postulates about the relationship between language and thought. The course ends with discussion of language and politics, both at larger national level and community level. It includes deliberations on how languages support and oppose hegemonic forces, the role of language in global political economy and the challenges and opportunities afforded to language by globalizing forces.

b. Objectives:

- i) Introduce the notion and features of language, speech communities and language variation
- ii) Enhance understanding of how languages reflect and construct the surrounding social reality
- iii) Enhance understanding of how languages reflect and construct cultural and cognitive phenomenon and processes
- iv) Raise awareness about inter-relationship of language and politics and the roles of language in shaping socio-political-cultural realities

c. Expected learning outcomes:

- By the end of the course students are expected to be able to:
- Understand the nature of language and speech communities
- Identify linguistic processes and phenomenon which reflect constructions of social and cultural aspects including caste, class and gender
- Understand how language may serve as a hegemonic and subversive force, and how globalization affects language
- Critically analyse language samples and linguistic acts to understand how socio-cultural and political constructs embed language

d. Overall structure (course organisation, rational of organisation; outline of each module)

Module No.	Name of the module	Duration
1	Language and Speech Communities	Week 1 to 3
2	Language and society	Week 4 to 6
3	Language and culture	Week 7 to 9
4	Language and politics	Week 10 to 12

Module 1: Language and Speech Communities

This module focuses on the nature of language and the processes by which speech communities come into existence. The key emphasis is on types of speech communities and variations and varieties of language.

Core Readings:

Morgan, M. (2014) *Speech Communities*. Cambridge: Cambridge University Press. (Chapter 1: What are speech communities)

Tuite, K. (2006) Interpreting language variation and change. In C. Jourdan and K. Tuite (Eds.) *Language, Culture and Society*. Cambridge: Cambridge University Press.

Supplementary Readings:

Jourdan, C. and K. Tuite (2006) *Language, Culture and Society*. Cambridge: Cambridge University Press.

Philipson, R. (2011) *Linguistic Imperialism*. Oxford: Oxford University Press.

Graddol, D. (2011) *English Next: India*. New Delhi: British Council.

Other resources

TED Talk – “How language shapes the way we think” by Lera Boroditsky

“Savva Ser Gehu” a story by Prem Chand (video available on Youtube)

Modulo 2: Language and Society

In this module the focus is on exploring surrounding socio-political-cultural realities. The key themes emphasized are constructs such as class, caste, gender, identity; gender-specific language variations; and language registers.

Core Readings:

Achebe, C. (2001) *Things Fall Apart*. London: Penguin.

Nemade, B. (2009) *Nativism*. Shimla: Indian Institute of Advanced Study. (Chapters 2 and 3)

Tharakeshwar, V. B. (2014) Caste and Language: The debate on English in India. In A. Uma, K. Suneetha Rani and D. Murli Manohar (Eds.) *English in the Dalit Context*. Hyderabad: Orient Blackswan.

Supplementary Readings:

Khanna, A. L., M. K. Verma, R. K. Agnihotri and S. K. Sinha (1998) Immigrant identity and language proficiency: A Sociolinguistic Study. In R. K. Agnihotri, A. L. Khanna and I. Sachdev (Eds.) *Social Psychological Perspectives on Second Language Learning*. New Delhi: Sage.

Nakamura, H. (1964) *Ways of Thinking of Eastern Peoples*. Delhi: Motilal Banarasidas. (Chapter 4 in Part I – "Minimizing Individuality and Specific Particulars")

Prakash, A. (2017) Modernisation of languages: The case of Premchand vis-à-vis Hindi. In M. Sridhar and S. Mishra (Eds.) *Language Policy and Education in India*. Abingdon: Routledge.

Modulo 3: Language and Culture

The focus of this module is on exploring cultural constructs, language culture interface, language and thought dynamics, multilingualism and multiculturalism.

Core Readings:

Salzmann, Z., J. M. Stanlaw and N. Adachi (2012) *Language, Culture and Society: An Introduction to Linguistic Anthropology*. New York: Westview. (Chapter 11 "Culture as cognition, culture as categorization: Meaning and language in the conceptual world")

Brown, P. (2006) *Cognitive Anthropology*. In C. Jourdan and K. Tulle (Eds.) *Language, Culture and Society*. Cambridge: Cambridge University Press.

Povinelli, E. (2006) Intimate grammars: Anthropological and Psychoanalytic Accounts of Language, Gender, and Desire. In C. Jourdan and K. Tulle (Eds.) *Language, Culture and Society*. Cambridge: Cambridge University Press.

Module 4: Language and Politics

In this module the emphasis is on understanding language and hegemon, linguistic imperialism, language in globalization, mobility, migrations and language, and geopolitics of language.

Core Readings:

Chenni, R. (2014) Struggles over the sign: Discourses on English. In A. Uma, K. Suneetha Rani and D. Murli Manohar (Eds.) *English in the Dalit Context*. Hyderabad: Orient Blackswan.

Mohanty, A. (2017) Multilingualism, Education, English and Development: Whose Development? In H. Coleman (Eds.) *Multilingualism and Development*. London: British Council.

Pandit, M. (2014) Global vs Local: Problematizing the cultural politics of English. In A. Uma, K. Suneetha Rani and D. Murli Manohar (Eds.) *English in the Dalit Context*. Hyderabad: Orient Blackswan.

Ramakrishnan, E. V. (2017) Language, power and ideology: The changing contexts of *bhasha* in India. In M. Sridhar and S. Mishra (Eds.) *Language Policy and Education in India*. Abingdon: Routledge.

Supplementary Readings:

Hudson, R. A. (2003) *Sociolinguistics*. Cambridge: Cambridge University Press. (Chapters 3, 4 and 6)

NCERT (2006) Teaching of Indian Languages: A position paper. New Delhi: NCERT. Available online at http://epathshala.nic.in/wp-content/doc/NCF/Pdf/Indian_Languages.pdf.

Singh, R. (2012) Reflections on English in India and Indian English. In R. K. Agnihotri and R. Singh (Eds.) *Indian English*. Hyderabad: Orient Blackswan.

8. Pedagogy

a. Instructional strategies:

The course will be transacted in a non-didactic and interactive modality. The course will have regular face-to-face sessions, workshops, and seminars. These interactions would be continued in a blended mode.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with audio-visual facilities

c. Expertise in AUD faculty or outside:
Expertise is available in AUD.

d. Linkages with external agencies (e.g. with field-based organizations, hospital; any others)
None

9. Assessment

- i. In-class work, group discussion, quiz 20%
- ii. Project work, assignment, presentation 40%
- iii. Final examination 40%

Signatures of Course Coordinator(s)

Note:

- 4. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- 5. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme SCAP/SCPVCE/SCR of the primary school.
- 6. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	All BA programmes
Course title	Reading Cities through Neighbourhoods
Course code	SGA1EL102
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	BA
Course coordinator and team	Surajit Sarkar (Coordinator), CCK senior researchers (as adjunct faculty)

- 1. Does the course connect to, build on or overlap with any other courses offered in AUD?**

The course is an elective course for the students of BA programmes at KP. There is an overlap with ethnography as a social science research method in this course, but such courses are available at the postgraduate level only.

- 2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify)**

No requirement

- 3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

40, since the course involves a significant field-based component, and logistics demand a slightly smaller cohort.

- 4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long course

- 5. Proposed date of launch:** Winter 2019

- 6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered to second semester BA students as an elective course. The course builds on the idea of promoting hands-on knowledge of the city from below as an essential aspect of learning about our immediate context, and therefore the idea is to introduce students to this early on in their university life.

The unique aspect of the course is that student findings of the urban neighbourhood will be presented to a local audience, for discussion and feedback. The course will particularly help build linkages with existing university initiatives that engage with the city, such as the city engagement work of the Centre for Community Knowledge (CCK) and other University-City engagement programmes.

7. Course Details:

a. Summary

How does one get to know a city? Through its pasts? Its present built structures? Or through the experiences of its inhabitants? Or is there a way of seeing it by drawing connections between each of these. Studies on urbanisation identify a city through the recognition of shared characteristics, grounded in an identifiable history, culture or landscape. Yet it is recognised that place-making in a city is influenced by a number of factors, from mobilities to civic infrastructure, from public spaces to building by-laws, or even family structures and economic constraints. It is a wide range of factors that have determined how the present city has come into being, and continues to change.

To encapsulate these varied experiences of the city and its people, this course moves beyond the tangible alone, and includes the relational aspects, that is, the intangible aspects of urbanisation. The local, or the neighbourhood, a smaller unit of geographical and physical place making in the city, becomes the window through which students can observe the diversity of interactions, the relations between them when people come together and discover what emerges as part of the city making process.

b. Objectives –

- i. To introduce students to scales of urban settlement, with focus on neighbourhood as human-scale site of understanding of urban life and practice.
- ii. To build capacity in methods to investigate multi-disciplinary research questions related to the urban locales, including but not



limited to oral narratives, ethnographic practice and fundamentals of mapping.

- iii. To recognise the known but not necessarily articulated aspects and practice of everyday life in the city - from power dynamics to complexities of urban constituencies and governance.
- iv. Through assignments and public presentations, to reflect on the ways in which urban transformation and elements of everyday life are shaped by social structures, economic transformation, political movements and encounters.

c. Overall structure:

This interdisciplinary course is organised around four modules, with a separate introductory module. The opening unit introduces basic concepts, while the following modules 01 to 04 cover conceptual areas drawn from history, sociology, cultural studies and the basics of digital humanities. Appropriate multimedia material will be screened, and repeated field visits to a neighbourhood will be undertaken.

#	Module	Duration
1	Neighbourhoods – theory, history and aspects of change	3 weeks
2	Neighborhood in Delhi	2 weeks
3	Neighbourhood Ethnography – Listening, unravelling, analysing and mapping people and place.	4 weeks
4	Urban Storytelling - Public presentation in city neighbourhood	3 weeks

d. Contents

i. Introduction and Basic Concepts

The opening unit uses theory drawn from history, planning, sociology and cultural studies to introduce how a neighbourhood is conceptual object and a site for action. Moving away from a top down understanding of place-making in the city, the course sees neighbourhoods as a source of history, and as a site of change both ecological and in terms of transformation of urban landscape. Through cases and field visits, students will discover neighbourhoods as sites of human diversity and social hierarchy, as much

as a site of urban development, that will be explored in subsequent modules.

Readings

Vinay Lal (ed) - Oxford Anthology of the Modern Indian City (2013).
Excerpts as pdf.

William Dalrymple - City of Djinn: A Year in Delhi. Penguin. Excerpts.

Ravish Kumar - Ishq mein shehar hona (in love, the city), 2018

ii. Module 01 - Neighbourhoods – theory, history and aspects of change

Oral narratives from the city show how neighbourhoods, with unique demographics with homogenous or heterogeneous populations, have intensive connection to urban economy, landscape and culture, among other things. As sites of human diversity and social hierarchy, the process of contemporary urbanization and globalisation, is making new connections between the global and the local. This module will familiarise students with how people alter the built environment, and in turn how changes in the built environment affect people. After field visit and some oral narrative collection, students will be required to prepare their own neighbourhood profile using writing and with photos.

Readings

Jyoti Hosagrahar (2012), Indigenous Modernities: Negotiating Architecture and Urbanism, London: Routledge. Excerpts.

Randy Hester (1975) Neighborhood space. Hutchinson and Ross. Excerpts.

Sarkar, S (2016) Dialogues with memory: three conversations on Heritage, IAS Newsletter, No 73, Winter 2016. pp 14-15 (as pdf)

Pospíšilová, L. et al (2016), Editorial: Urban Dynamics and Neighbourhood Change in Cities after Transition, *Czech Sociological Review*, Vol. 52, No. 6

iii. Module 02 - Neighbourhoods in Delhi

Delhi's neighbourhoods today are not necessarily homogenous spaces. Public memories of these are windows through which we can see individual stories begin and end, discover the changes in everyday life, which in turn allow us reflect on the socio-economic and cultural dimensions of urban change. Neighbourhoods, therefore, can be thought of as spaces in the city, urban, peri-urban, rural – all in a state of transformation, as the city becomes one of the largest urban spaces in the world. This module will

examine the typologies of neighbourhoods in Delhi, and show its connections to urban planning, land use and Governance

Readings

Narayani Gupta, (1998) *Delhi Between Two Empires 1803-1931: Society, Government and Urban Growth*, Oxford University Press. Excerpts.

Nayanjot Lahiri, *Delhi's Capital Century (1911-2011): Understanding the transformation of the City* (as pdf)

Web References

Centre for Policy Research web archive on 'Cities of Delhi'. Available from <http://citiesofdelhi.cprindia.org/>.

Doreen Massey (1994) A global sense of space, available from http://www.urbanlab.org/articles/Massey%20global_sense_place.pdf.

William Glover, (2008) *Making Lahore Modern: Constructing and Imagining a Colonial City*, University of Minnesota Press. Excerpts.

iv Module_03 - Neighbourhood Ethnography

Drawing from aspects of urban ethnography, this field immersion module includes hands-on aspects of mapping a neighbourhood, that draw attention to a) social layers occupying urban spaces (b) Natural and living environment (c) heritage mapping – built structures and local skills, occupation, knowledge. It will also introduce students to explore and use digital archives that have information related to the city and its constituent spaces.

Reading

Pfeffer, K (2018) *Knowing the City*, Inaugural Lecture, University of Twente. Available from <https://www.utwente.nl/en/academic-ceremonies/inaugural-lectures/booklets-inaugural-lectures/2018/oratieboekje-karin-pfeffer.pdf>.

Simone, A-M. (2010) *City Life from Jakarta to Dakar*, Ch. 1 "On City-ness" and Ch. 2 "Reclaiming Black Urbanism: Inventive Methods for Engaging Urban Fields"

Web reference

Khadar ki Ladkiyan - a music video and a blog
<https://ayonadatta.com/2019/01/khadar-ki-ladkiyan-music-video/>

<https://youtu.be/7d6awx1E1J8>

Times of India Delhi city news archive – access through AUD Intranet ProQuest

Memories of Delhi photo archive – for everyday life in the city in the past.
www.delhimemories.in

v. Module 4: Urban Storytelling

This final module will think of the city beyond the confines and conformities of the mainstream, by highlighting the convergence, difference and diversity, interdependence and inequality – all of which exist in the everyday city, and can help start conversations in a multi layered city.

Keeping in mind that Delhi is a city that has migration as a major engine of growth, the module will introduce students to oral narratives from the source of migration, to learn how the city continues to connect to its hinterland. (for eg http://www.mountainvoices.org/i_th_migration.asp.html)

Students will consider concepts like social hierarchies and its everyday consequences, everyday flows of materials and people, state of civic services and use these to unravel and make a public presentation of the transformation of the neighbourhood in the last 100 years.

Reading

Good, F. 'Voice, Ear and Text', in Making Histories Ch 27 *The Oral History Reader*, 3rd Edition, Edited by Robert Perks, Alistair Thomson, Routledge pp 362-73

Kathryn Anderson and Dana C. Jack. 'Learning to listen: interview techniques and analyses' in Making Histories Ch 12 *The Oral History Reader*, 3rd Edition, Edited by Robert Perks, Alistair Thomson, Routledge

"Urban World Building: The pros and cons of choosing a real life location"
Excerpt From: ackerman, angela. "urban setting thesaurus." iBooks. (as pdf)

Web reference

http://www.mountainvoices.org/i_th_migration.asp.html

8. Pedagogy:

a. *Instructional design*

The course will be a combination of lectures, tutorials and field-based learning. The course will use an online platform (Google Classroom) that enables students to track the course's progress and their own contributions.

- b. **Special needs** (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

Audio – visual recording and editing equipment and software will be needed by students. Students will be asked to maximise the potential of the smartphone for AV recording. In-class requirements for editing software will be met from free and open sources, eg Free Software Foundation (fsf.org) (Avidemux for video, audacity for audio). A few copies of professional graphics and AV editing software (Adobe Photoshop and Premier Pro) will be needed for making the public exhibition.

Site for public exhibition. This may require a small payment for facilities used.

- c. **Expertise in AUD faculty or outside**

The teaching team is drawn from Centre for Community Knowledge (CCK) and has training and long experience in the field of Urban ethnography, Oral History and cultures and Community engagement.

- d. **Linkages with external agencies** (e.g., with field-based organizations, hospital; any others)

Since city engagement is a regular and intensive aspect of this course, there will be a field site located **node for neighbourhood** interactions – from site visits by students to location of the public exhibition in the neighbourhood.

Special lectures by local residents and civil society experts will be organised.

9. **Assessment structure** (modes and frequency of assessments)

- i. **Two assignments** - cover elements of theory and field work observations as presentation. Weightage (25+25): 50%
- ii. **Third assignment** - public presentation field-based exercises in the form of photo-voice/story and/or presentations. Weightage: 25%
- iii. **End semester examination** - Reflect on their public presentation, including data collection, analysis and rationale for their outputs. Weightage: 25%

Signature of Course Coordinator(s)


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Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	SGA
Programme(s)	All BA Programmes
Course title	The Great Transformations
Course code	SGA1EL104
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Elective for all BA programmes
Level (Predoctoral /MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Praveen Singh (and Guest Faculty)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is intended to build a foundation for many other courses to be offered later by the Global Studies programme team for all undergraduate students. The various modules of this course could be elaborated further in these courses like climate change, migrations, environmental ethics, time, etc. It makes the global / planetary scale the prism through which debates and issues are viewed. It also focuses on the need to interweave historical knowledge and cutting-edge science.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No prerequisites.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Not more than 35-40.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): It is a semester-long course to be offered in the winter or monsoon semester.

5. Proposed date of launch: WS 2019

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6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course approaches three concerns at the heart of AUD's vision and objectives of the Global Studies programme: interdisciplinarity, justice and global citizenship. The course will reinforce the idea that interdisciplinary work can yield intellectual benefits of knowing our past in a more comprehensive manner. The course also reinforces the idea of the common past of all species and cultures on this earth. It also builds unifying perspectives that can counter centrifugal tendencies (like populist nationalism and religious ideologies).

7. Course Details:

a. Summary:

This course is a modest attempt towards introducing 'big history', the approach to history in which the human past is placed within the framework of cosmic history, from the beginning of the universe up until life on Earth today. It represents a new kind of history that interweaves historical knowledge and cutting-edge science.

How has the history of the earth system shaped the history of the human conditions? Over the very long term, the history of a volatile and changing earth has driven biological and human evolution. This course will explore the role of nature (or natural history) in human history. This would immediately attract a label of 'environmental determinism' in a course covering 2-3 centuries. But a course on 'big history' will have to set aside our avoidance of nature because natural systems typically operate over much longer time frames. At the same time, if natural forces of climate, environment, and disease are indeed so powerful, how has humanity managed to arrive at its current condition of modernity? This course takes very long view of the growth of human capacities, considering a continuum of adaptive change - from biological evolution to technological innovation. So human agency is also a central focus of the course.

The course is only an introduction to big history. Considering the short time available in a semester, the attempt here is to only introduce 1st year undergraduate students to major transformations witnessed by the earth. The objective of this course is to help join the dots to make sense of the things we have taken for granted, things that define and structure our lives - energy, time, social life, and technology.

While some of these transformations may have happened simultaneously (separated by few thousand years), the modules below discuss these separately only for the purpose of achieving a better understanding of each of these distinct, though not independent transformations. In each of the

modules, the discussion will begin with the present to help students ease into the discussions covering geological timescales, which otherwise may not appear interesting.

b. Objectives

While tracing the transformations (at geological timescales) that have created modern life, the following objectives will be achieved:

- A critical understanding of how the idea of the anthropocene was created over several million years, while simultaneously creating an appreciation of the smallness of man's control over the forces of nature;
- To map and analyse the inter-relatedness of life and history of different cultures and species, and gain an appreciation of a common future and man's role in it;

c. Overall structure:

The course is divided into seven modules; each of these will be discussed over 1-2 weeks.

- i. Introduction to Big History
- ii. Planetary movements: Seasons, calendars, time
- iii. Geological / Climatic Transformations on the earth
- iv. Biological Evolution
- v. The Great Migrations
- vi. Domestication of plants and animals
- vii. The shifts in energy regimes
- viii. Cognitive evolution

d. Contents (brief note on each module; indicative reading list with core and supplementary readings)

- i. *Introduction to Big History: What is big history and why should we do it? What has made it possible to write such histories?*
 - D. Armitage (2012), 'What's the Big Idea? Intellectual History and the Longue Duree', *History of European Idea*, 38(4).
 - David Christian (2010), "The Return of Universal History," *History and Theory*, 49 (Dec 2010)
 - William H. McNeill (1998), 'History and the Scientific Worldview', *History and Theory*, 37(1).
 - Selected articles from *World History Connected*, 6(3), 2009.
http://worldhistoryconnected.press.illinois.edu/6_3/index.html

ii. *Planetary movements: seasons, calendars, time*

Through the tracing of the history of the modern calendar/s and mechanical time, the module will discuss the story(ies) of the creation of the universe, the science behind planetary movements, and how humans made sense of these through modern calendars and time.

- David Christian, *Maps of Time*. (Chaps 1, 2 & 3)
- Rahul Basu & Madhavan Mukund, 'Keeping Track of Time', *Jantar Mantar*, Jan-Feb 1995.
- Richards, *Mapping Time: The Calendar and its history* (chaps 1, 2 & 3)
- Cynthia Brown, *Big History: From Big Bang to the Present* (Chap 1)

iii. *Geological / climatic transformations:*

This module will discuss the creation of the earth and its atmosphere, and the natural and man-made transformations that it has undergone. The impacts of these transformations will be discussed in other modules.

- Behringer, *Cultural history of climate* (chap 1)
- Eggleton, *A Short Introduction to Climate Change*
- Brooke, *Climate Change and course of global history* (Chap 1)
- Cynthia Brown, *Big History: From Big Bang to the Present* (Chap 2)

Small sections from the following:

- Harper, *Fate of Rome: Climate, disease and the end of an empire*;
- Hughes, *Environmental history of the world (for Andes)*
- Encyclopedia of the Earth
- Jan Zalasiewicz, *Geology: A very short introduction*
- Martin Redfern, *The Earth: A very short introduction*

iv. *Biological evolution:* This module will discuss the evolution of life on earth, and specifically discuss the evolution of *homo sapiens*.

- Stanley Rice, *Encyclopedia of Evolution*
- Carl Zimmer, *Evolution: The triumph of an idea: From Darwin to DNA* (Part I: pp. 3-113; Part II: pp. 119-224)
- Cynthia Brown (2007), *Big History: From Big Bang to the Present* (Chap 2 & 3)
- Christian (2004), *Maps of Time: An introduction to big history* (Chap 4, 5, 6 & 7)

v. *The great migrations:* The module will discuss migration of humans and other life forms - from 'out of Africa' to the 19-20th C migrations, and also analyse the cultural and biological diversity

- David Christian, *The Cambridge World History (Vol. I)*, chaps 12, 13
- Osborne et al, *PNAS*, 105(43), Oct 28, 2008

- Timmerman, *Nature*, Sept 2016
 - McNeill, 'Human Migration in Historical Perspective', *Population and Development Review*, 10(1), 1984.
 - <https://www.smithsonianmag.com/history/the-great-human-migration-13561/>
 - <https://exploredia.com/top-10-biggest-migrations-in-history/>
- vi. Domestication of plants and animals: neolithic revolution, arab agri revolution, British and Scottish revolution, green revolution, gene revolution; state formation
- -Jared-Diamond, *Guns, Germs and Steel* (Part II: pp. 92-190)
 - James Scott, *Against the Grain* (chap 1 & 7)
 - David Christian, *The Cambridge World History Vol 1* (Chap 13: Before the farmers)
 - David Christian, *Maps of Time* (Chapters 8, 9 & 10: pp. 207-332)
- vii. The great shift in energy regimes: history of fire; from solar based to fossil fuel based; industrial revolution
- David Christian, *The Cambridge World History, Voll* (Chap 8: Fire and Fuel in Human History)
 - Allen, Robert C. "Energy Transitions in History: The Shift to Coal" In *Energy Transitions in History: Global Cases of Continuity and Change* edited by Richard W. Unger, RCC Perspectives 2013, no. 2, 11-15.
 - Burke & Pomeranz, *The environment and world history* (chap ?)
 - Pyne, *History of Fire*
- viii. Cognitive evolution: This module will discuss the evolution of intelligence and the 'social' man, mapping the development of art, language, religion, scientific revolution, computing / Artificial Intelligence.
- Harari, *Sapiens* (Part 1)
 - Carl Zimmer, *Evolution* (Chapter: 'The Gossiping Ape')
 - David Christian, *The Cambridge World History, Vol 1* (Chap 14: Early Humans: Tools, language, and culture)
 - Buchanan, 'A (very) brief history of Artificial Intelligence', *AI Magazine*, 26(4), 2006.
 - Boyd & Richerson, *The Origin and Evolution of Cultures*, OUP, 2005 (Chap 4)
 - Donald, 'Precis of Origins of Social Mind: Three stages in the evolution of culture and cognition', *Behavioral and Brain Sciences*, 78, 1993.
 - Howard Gardner, *The Mind's new science: A history of cognitive revolution* (??)

Other OERs that will be used in the course:

- ChronoZoom: resources have been designed and curated by a team of curriculum developers and subject matter experts in partnership with the National Council for Social Studies, and the American Historical Association (<http://chronozoom.tumblr.com/about>).
- Environment and Society Portal of Rachel Carson Centre (https://www.carsoncenter.uni-muenchen.de/digital_project/index.html)
- Environmental History Podcast (<https://www.eh-resources.org/podcast/>)

8. Pedagogy:

- a. Instructional design: The course will have not more than three hours of lecture each week. Most of the modules will be transacted in a workshop mode, with invited experts. Field trips / visits to planetariums, museums, and other historical / natural history sites will be organized. A number of 'open educational resources' (OER) like documentaries, 'big history' websites, will be used during classroom interactions.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Lab, AV equipment, etc.
- c. Expertise in AUD faculty or outside: AUD and external experts from Delhi.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Museum, planetarium, etc.

9. Assessment structure (modes and frequency of assessments)

- i. *Weekly memo / quizzes* (35%): 200-word response to the week's discussion and/or material or quiz.
- ii. *Project* (25%): term paper and/or multimedia project on a topic/theme of students' interest
- iii. *Final examination* (40%): essay-based final exam based on full semester syllabus

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its meeting held on and has been approved in the present form.


Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA
Course title	Sociological Imagination
Course code	SGA1EL105
Credits	4
Course type (core / compulsory / optional / any other - please specify)	Elective
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	UG
Course coordinator and team	Dr Teena Anil (Coordinator)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course introduces students to the field of social science and humanities. There is an elective course offered by faculty at SGA- Introduction to Social Sciences (Knowledge construction). However, course of this kind is offered to familiarize, help the learners to understand the nature of social. It is expected that the content of the course will not only prepare the student to grapple with various social processes, sociological perspectives and theories to be taught in subsequent courses, it will also enable student to connect with the other courses offered at school of global affairs pertinent to structural and cultural issues.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others - please specify): No requirement
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): Optimum 50 students
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other - please specify): Semester-long course
5. Proposed date of launch: Winter Semester 2019
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

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The course is very much linked with AUD vision of its BA programmes offering students a unique liberal arts education, with this the course of this kind acquaints them with sociological approaches to knowledge, think critically and creatively; to analyse and reason; to communicate effectively; and to make evidence-based conclusions. It aims to achieve a good balance between the range and depth of the subjects studied. Similarly, as a part of School of Global Affairs the course emanates from AUD's attempt to connect with concerns of relevance to our social context with other social contexts (e.g. patriarchy and genocide), which is the backdrop to the imagination of the UG programme.

7. Course Details:

a. Summary

The spirit of the course's content and transaction is to familiarize the students with the emergence and growth of sociology as a discipline, selected aspects of theoretical contributions of pioneer of the discipline with regards to social processes and the methods of their study. It also contextualizes of some fundamental human concerns and the way sociology can offer us directions and pointers for them. Consciously shunning the old positivist rules that insist sociology must speak only through 'hard' evidence, the course of this kind puts together a series of ingredients which evoke sharp smell and vivid images from the lived reality. In order to facilitate the "sociological imagination" the course will use visual, audio material, including documentaries, biographies and autobiographies to illustrate particular elements of the construction of social reality, as well as weave in field visits and walks in several sites in our immediate context

b. Objectives;

- To familiarize with central traditions of sociology ;
- Learn to analyse some of the main debates concerning the nature of social
- Enabling Sociological Imagination and apply sociological ways of looking at human societies in order to analyse complex social issues critically

c. Overall structure:

This course is organized around 4 units, which includes a week-long orientation through an investigation of the question 'social construction of reality?', before delving into a broadly chronology of different perspectives. Students will be able to develop critical perspective across the world and begin to identify regions and their specificities.

d. Contents (brief note on each module; Indicative reading list with core and supplementary readings)

Unit 1. The Social Question: (3 weeks)

Tracing the journey of sociology as an intellectual field, originated in west, derives from its social settings but also takes social settings as its subject matter. It will also focus briefly on the way sociology as discipline has responded to the new age through its methods and concern it raises at the global as well as at the local, e.g., drawing the landscape of industrial Europe in late 19th and early 20th century, theorizing a modern/industrial society through the categories like division of labour and organic solidarity, and emergence of a new form of rational/legal authority, or historical materialism. The idea is not a mechanical review of literature in a chronological fashion, but a flow of ideas that invite students to the domain of theory making.

- The Emergence of Sociology as a discipline:
 - Karl Marx: Materialist Conception of History, capitalist mode of production
 - Emile Durkheim: Social Fact, Individual and Society
 - Max Weber: Ideal Type and Bureaucracy

Essential Reading:

Marx, K. and Friedrich Engels. 2002. *The Communist Manifesto*. Harmondsworth: Penguin.

Durkheim, E. 1958. *The Rules of Sociological Method*. Glencoe: Free Press, Chapters 1 Page No. 50-59 and 3 Page No 61.

Gerth, H.H. and C. Wright Mills (eds.) 1948. *From Max Weber. Essays in Sociology*. London: Routledge and Kegan Paul, Introduction Page no. 45-70

Additional Readings

Ritzer, G. (2008), *Sociological Theories*, McGraw Hill Education India, Page No. 2-9, 76-91, 113-119.

Unit 2. Genealogy of the Basic Concepts (3 weeks)

In this unit students will be introduced to basic concepts in sociology—every discipline has set of concepts, which are evolving with time and space. Concepts are abstract from actual experience, enable us to interrogate the reality when many of these concepts are part of our everyday life. Genealogy of the concepts help us visualize an intellectual trajectory—the West with its

Enlightenment, industrial revolution, liberal democracy, scientific progress and secularization universalizing its categories and concepts.

Disenchantment

Gerth, H.H. and C. Wright Mills (eds.) 1948. *From Max Weber. Essays in Sociology*. London: Routledge and Kegan Paul, Page no. 267-324

Modernity

Giddens Anthony; 1990, *The Consequence of Modernity*. Stanford, Calif: Stanford University Press. Page no 1-53.

Essential Reading:

Horton, P.B. and C.L. Hunt, 1985, *Sociology*, New York: McGraw Hill, Chapter 4, pp. 79-103

Ritzer, G. (2005), *Sociological Theories*, McGraw Hill Education India. Page nos.555-562

Unit 3. Reflecting Modernity: From Disenchantment to Promise (3 weeks)

The unit reflects the delicate debate when Max Weber with his great sensitivity attempts to understand the crisis of modernity, the increasing rationalization of the world. For Weber this eventually leads to 'disenchantment' of the world, and the emergence of iron cage in a bureaucratic social order, leading to the 'colonization of the lifeworld'. The course will also attempt to critically unravel the foundations of modernity and its grand narratives, e.g., the supremacy of reason causing coherence and certainty, unilinear progress as the universal aspiration of history. The unit will also be engaged with alternative readings of modernity.

Essential Readings

Giddens Anthony; 1990, *The Consequence of Modernity*. Stanford, Calif: Stanford University Press. Page no 79-100.

Ritzer, G. (2005), *Sociological Theories*, McGraw Hill Education India. Page no. 555-583

Suggested Reading:

Globalization and Its Discontents

Stiglitz, E. Joseph. (2002), *Globalization and Its Discontents*, W.W. Norton and Company, Page No. 53-88.

U-2/31

Cultural Consumption

Jameson, Fredrick (1984), Postmodernism, or the Cultural Logic of Late Capitalism." *New Left Review* 146:53-92.

Unit 4 : Situating Modernity Contextualizing Indian Social question (3 weeks)

Interrogating abstracted grand theorization, the unit aims to sensitize, to locate our experiment with modernity, nationalism and liberal democracy without withering away of "older" identities like caste, religion, secularism. It also aims to understand the debates that shaped the journey of our civilization, and help students to engage in theorization from our experience rather than implanting borrowed ideas.

Village and City

Weber, Max. 1958) 'The Nature of the City', in Weber, M. *The City* (Translated by Martindale, D. and Neuwirth, G.) Glencoe, Illinois: Free Press.

Jodhka, S. Surrinder; 2002, Nation and Village, Images of Rural India in Gandhi, Nehru and Ambedkar. *EPW*. Vol. 37, Issue No. 32, 10 Aug, 2002

Caste and Hierarchy

Ambedkar, B.R. 1944. Annihilation of Caste: available online at:

<http://ambedkar.org/ambcd/02.Annihilation%20of%20Caste.htm>

Srinivas, M.N., 1969. "The Caste System in India", in A. Betaille (ed.) *Social Inequality: Selected Readings*. Harmondsworth: Penguin Books, pp.265-272.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, screening documentaries and short film like *Kakkoos* directed by Diya Bharati, *Sujata* directed by Bimol Roy, advertisements e.g. *Incredible India* etc, guided reading sessions, participation and discussion on class room dairies and field trips within Delhi. (assessment of learning and for learning)

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): None

c. Expertise in AUD faculty or outside

The core faculty has training in the field of sociology. Few guest lectures, from amongst the AUD faculty and/or scholars from outside the university, will also be organised.

- d. Linkages with external agencies (e.g., with field-based organizations, everyday social spaces, municipalities any others):
Yes, organization working on similar social issues, engaged with communities

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their participation in class and their engagement with the educational resources. This involves in-class discussion, team/individual presentations, class room diary and short response notes (combined: 40%)
- The second assessment will involve a project report related to student research interest of their choice (25%).
- The third assessment will consist of a final examination (35%).

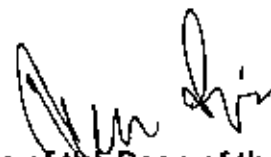
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in its meeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	BA
Course title	Essentials of Economics
Course code	SGA1EL106
Credits	4
Course type (core/compulsory/optional/any other - please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Samik Chowdhury

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is intended as an elective for students of BA Global Studies. Certain sections of the course does overlap with the course on Principles of Economics (PoE). However, unlike the PoE, this course is intended to be relatively non-technical and descriptive, in accordance with the diverse academic backgrounds of the BA students of SGA. However, secondary (school) level mathematical concepts will be revisited at the initiation of the course, to facilitate comprehension.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others - please specify)

No requirement.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Optimum 35 students

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other - please specify): Semester-long course

5. Proposed date of launch: Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second semester BA students of the School of Global Affairs as an elective course. The objective of the course is broadly to offer an analytical perspective on local and global economic, political and social affairs. Economics as a discipline provides us with a number of concepts and tools which could be successfully applied in understanding the world that we live in. The emphasis of this course would be to have a grasp on these concepts and tools, which would empower the students in their future academic and professional endeavours. An understanding of the virtues and limitations of mainstream economics can potentially contribute to the larger vision of creating a just and equitable society.

7. Course Details:

a. Summary

The course is aimed at providing a basic understanding of how constituent units of an economy work and interact, and its implications for the larger macro economy and society. The key elements that would be covered include choice, consumption, production, exchange, value, cost, price, accumulation and distribution. A substantial part of this course shall deal with essential microeconomics, with a relatively smaller weight accorded to macroeconomics, and economics of the public sector.

b. Objectives

- To understand the scope and method of economics
- To understand the behavior of economic units and their interdependence
- To understand markets, its virtues and limitations
- To build a critical ability to analyse public policy

c. Overall structure:

This course is organized around five units.

	Topic	Duration (week)
1.	Introduction to Economics	2
2.	Market System: Household and Firm Choices	4.5
3.	Market Imperfections and Role of	2

1835

	Government	
4.	Elementary Macroeconomics	2.5
5.	Growth and Development	1

d. Contents

i. Introduction to Economics

This unit introduces economics as a way of thinking and a tool to understand society and global affairs. It comprises of (1) scope and method of economics - a description of macroeconomics, microeconomics and other diverse fields of economics; economic theory, models and economic policy, (2) reading graphs in economics - single variable, two variable, curves, coordinate system, slope and (3) the economic problem: scarcity and choice - concept of opportunity cost, comparative advantage, production possibility frontier.

ii. Market System: Household and Firm Choices

This unit deals with the different units in an economy and their interactions in the market. It includes (1) the circular flow of income, goods and factors of production, (2) household behavior and consumer choice, (3) production process and the behavior of firms, (4) costs - short run and long run (5) demand, supply and market equilibrium, (6) applications of demand and supply - price controls, taxes, consumer and producer surplus, (7) elasticity and its applications, (8) firms in a perfectly competitive market

iii. Market Imperfections and Role of Government

This unit deals with some of the limitations of the market and the role of government. It includes (1) monopoly (2) externalities, (3) asymmetric information, (4) public good - free rider problem, tragedy of commons, (5) taxation - progressive, proportional, regressive, horizontal and vertical equity (6) economic systems - command economies, laissez faire, mixed systems.

iv. Elementary Macroeconomics and International Trade

This unit deals with the aggregate economy characteristics. It includes (1) the economy's income and expenditure, (2) international trade - absolute advantage, comparative advantage, globalization (3) measurement of GDP, (4) components of GDP, (5) real vs nominal GDP, (6) unemployment (7) inflation (8) consumer price index

v. Growth and Development

This unit shall provide an overview of selected issues in economic growth and development. It would cover topics like, (1) limitations of GDP (2) poverty and inequality, (3) population, health and education.

Required Readings

N. Gregory Mankiw (2015), *Essentials of Economics*, Cengage Learning
N. Gregory Mankiw (2012), *Principles of Economics*, Cengage Learning
K E Case and R C Fair, (2008), *Principles of Economics*, Prentice Hall
National Council of Educational Research and Training (NCERT),
Introductory Microeconomics. Textbook in Economics for Class XII,
2018-19
National Council of Educational Research and Training (NCERT),
Introductory Macroeconomics: Textbook in Economics for Class XII,
2018-19

Suggested Readings

Partha Dasgupta (2007), *Economics: A Very Short Introduction*, OUP.

8. Pedagogy:

- a. Instructional design: The course will be a combination of lectures and group discussions.
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others Instructional space; any other – please specify): Facility for power-point presentations
- c. Expertise in AUD faculty or outside
The faculty teaching the course has training in the field of Economics.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
None

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves two in-class quizzes (announced) comprising of MCQ's (30%).
- The mid semester assessment will consist of an assignment/presentation (30%).
- The end semester assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

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Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre	School of Global Affairs
Programme(s)	B.A
Course title	Introduction to Feminist Theory and Practice
Course code	SGA1EL107
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Elective
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	UG
Course coordinator and team	Sunalini Kumar

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

While some parts of this course have overlaps with parts of other courses at AUD, for example, the gender studies course offered at Kashmere Gate campus, this is an introductory course for undergraduate students.

2. **Specific requirements on the part of students who can be admitted to this course: (pre-requisites; prior knowledge level; any others – please specify):** No requirement.

3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

A maximum of 50, although a lower number is preferred for a gender course which requires extensive class debate.

4. **Course scheduling (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long course

5. **Proposed date of launch:** Winter 2019

6. **How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course will be offered to BA students. It addresses the contemporary and interdisciplinary focus of AUD, and in particular of the school of global affairs.

7. Course Details:

a. Summary

This course is intended as a 101 introduction to feminist theory and practice, in India and globally. The aim of the course is to explain contemporary debates on feminism and the history of feminist struggles. It outlines the basic theoretical and conceptual tools students will need in order to view social structures and relations as producers and repositories of gender inequality. The course begins with a discussion on construction of gender and an understanding of complexity of patriarchy and goes on to analyze theoretical debates within feminism. Part II of the course will pay attention to the ongoing struggles of feminism to define both the field of study, and to intervene in actual political processes. It covers the history of feminism across the world and the surprising globality of these struggles, from imperial and anti-colonial to post-colonial and globalising contexts.

b. Objectives

- To introduce students to key concepts and movements in feminist theory and practice – patriarchy, gender, sex-gender binary, global women's movements.
- To interrogate the ordinary and everyday in the context of gender; to see gender as a lens for understanding the world.
- To promote critical engagement with the ongoing feminist struggles across the world in their complexity and diversity.

c. Overall structure:

d. Course content

Unit I: Foundations: Patriarchy, Sex-Gender Debates, Power.

This unit will introduce students to the feminist theorising of the sex/gender distinction. The main debates covered include biologism versus social constructivism; how to understand patriarchy, the sex-gender debate; and the feminist critique and dismantling of the traditional public private distinction of mainstream political theory and policy.

Essential Readings:

Kumar, S. "Introduction: Patriarchy and Lines of F(l)ight" in Kumar, S. (forthcoming) *A Sense of Self: Women, Power and Politics in Contemporary India* Delhi, Orient Blackswan.

N Menon, (2008) 'Power', in R. Bhargava and A. Acharya (eds), *Political Theory: An Introduction*, Delhi. Pearson, pp.148-157

V Geetha, (2002) *Gender*, Kolkata, Stree, pp. 1- 20

Additional Reading:

Menon, N. (2012) *Seeing like a Feminist Delhi*, Zubaan.

Bama, *Karukku* (translated by Lakshmi Holmstrom), 2011 New Delhi, Oxford University Press.

Narayan, D. (2018) "Pleasing: Just Slide, Squeeze, Shrink, *Adjust Kar Lo*" from *Chup Delhi*, Juggernaut.

Unit II: Primary Units: Marriage, Family, Property, Caste

This unit will explore the role of gender in the genealogy and maintenance of primary units of social life in India and globally – Family, Property and Caste – and the complex interactions between these. The primary focus here will be on critically understanding gender relations in the family; intra household divisions, notions of differential entitlements patterned by gender norms and roles (especially in property rights); and in the case of India, the gendered quality of caste.

Essential Readings:

M. Kosambi, (2007) *Crossing the Threshold*, New Delhi, Permanent Black, pp. 3-10; 40- 46.

Barrett, M. and Mary McIntosh (1991) "The Anti-Social Family" from *The Anti-Social Family* London, Verso, pp. 43-80.

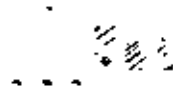
Chakravarti, U. (2003) *Gendering Caste through a Feminist Lens*, Kolkata, Stree, pp. 139- 159.

Agarwal, B. (1994) "Why do women need independent rights in land?" From *A Field of One's Own: Gender and Land Rights in South Asia* Cambridge, Cambridge University Press, pp. 27-45.

Additional Reading:

R. Paliwala, (2008) 'Economics and Patriliney: Consumption and Authority within the Household' in M. John. (ed) *Women's Studies in India*, New Delhi: Penguin, pp. 414-423.

Saheli Women's Centre, (2007) *Talking Marriage, Caste and Community: Women's Voices from Within*, New Delhi: monograph.



de Beauvoir, S. (1997) "The Married Woman" from *The Second Sex*, London: Vintage, pp. 415-466.

Unit III: Social Engines: Work and Care

The question of work and gender has been comprehensively explored by feminist theorising and research in recent decades. Within India, the thrust of feminist analysis has been on the sexual division of labour within the market, the distinct contributions and challenges of productive and reproductive labour for women; and the problem of visible and invisible work. Elsewhere, feminists have explored unpaid (reproductive and care) work as forms of gendered labour; as well as the continuing patterns of *underpaid* work that women engage in. The unit will also briefly introduce students of debates on methods of computing women's work; and the unique but universal phenomenon of female-headed households.

Essential Readings:

Swaminathan, P. (2012) 'Introduction', in *Women and Work*, Hyderabad. Orient Blackswan, pp.1-17.

Nandy, A. (forthcoming) "Gendered Care" in Kumar, S. (edited) *A Sense of Self: Women, Power and Politics in Contemporary India* New Delhi, Orient Blackswan.

Tronto, J. (1996) 'Care as a Political Concept', in N. Hirschmann and C. Stephano, *Revisioning the Political*, Boulder: Westview Press, pp. 139-156.

Durbar Mahila Samanwaya Committee, Kolkata (2011) 'Why the so-called Immoral Traffic (Preventive) Act of India should be repealed', in P. Kotiswaran, *Sex Work* New Delhi, Women Unlimited, pp. 259-262.

Additional Reading:

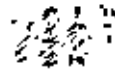
N. Jameela, (2011) 'Autobiography of a Sex Worker', in P. Kotiswaran, *Sex Work*, New Delhi: Women Unlimited, pp. 225-241

Engles, F. Family, Private Property and State, Available at <http://readingfromtheleft.com/PDF/EngelsOrigin.pdf>, Accessed: 19.04.2013.

Ghosh, J. (2009) *Never Done and Poorly Paid: Women's Work in Globalising India*, Delhi: Women Unlimited.

Unit IV: Gendered violence; the violence of gender.

While on the one hand, normative gender binaries themselves have been seen by feminists as a form of symbolic violence, women (and non-cis men, and transgendered people) also suffer overt and egregious forms of violence as is well



known. Violence tends to produce a silence or a counter-violence in terms of strategies of coping (eg: the demand for 'chemical castration' after the Delhi gang rape of 2012). Students will be encouraged to go beyond these narratives, and understand the structural nature of gendered violence in areas like domestic life, communal carnages, and caste hierarchies. The recent debates on sexual aggression and harassment at the workplace will also be briefly touched upon

Essential Readings:

Butalia, U. (2017) *The Other Side of Silence: Voices from India's Partition* New Delhi, Penguin Random House.

Menon, N. (2004) 'Sexual Violence: Escaping the Body', in *Recovering Subversion*, New Delhi: Permanent Black, pp. 106-165.

K. Lalita and Deepa Dhanraj (2016) *Rupture, Loss and Living: Minority Women Speak about post-Conflict Life* New Delhi, Orient Blackswan.

Namala, A. (1995) "Dalit Women: The Conflict and the Dilemma" Paper presented at Workshop on Dalit Women, Anveshi Research Centre for Women's Studies, Hyderabad. Also available in Mary E. John (edited) (2008). *Women's Studies in India: A Reader*, Delhi, Penguin.

Additional Reading:

Roy, R. (2007) *A Little Book on Men* Delhi, Yoda Press.

Roy, S. "Metoo is a Crucial Moment to Revisit the History of Feminism" in *EPW Engage*, ISSN (Online) - 2349-8846 available at <https://www.epw.in/engage/article/metoo-crucial-moment-revisit-history-indian-feminism>. Last Accessed 29.11.18.

Unit V: Counter Currents – Local, Global and Transnational Feminisms

The modern women's movement has always been far more transnational and 'global' than is commonly assumed. Hence, instead of following the usual Indian gender studies courses' trajectory of going from the West to the Rest, students will be encouraged to think of women's critique as a fluid but powerful modular form that appears and is reconfigured in all modern societies.

Essential Readings:

T. Shinde, (1993) 'Stree Purusha Tulna', in K. Lalitha and Susie Tharu (eds), *Women Writing in India*, New Delhi, Oxford University Press, pp. 221-234.

Jayawardene, K. (1986) *Feminism and Nationalism in the Third World*. London: Zed Books, pp. 1-24, 71-108, and Conclusion.

Morgan, R. "Planetary Feminism: The Politics of the 21st Century" from *Sisterhood is Global* (digital edition). New York, Open Road Integrated Media.

Kumar, R. (1999) "From Chipko to Sati: The Contemporary Indian Women's Movement" from Nivedita Menon (edited) *Gender and Politics in India* New Delhi, Oxford University Press.

Additional Reading:

Delmar, R. (2005) 'What is Feminism?', in W. Kolmar & F. Bartkowski (eds) *Feminist Theory: A Reader*, pp. 27-37.

Forbes, G. (1998) *Women in Modern India*. Cambridge: Cambridge University Press, pp. 1-150.

Hooks, b. (2010) 'Feminism: A Movement to End Sexism', in C. Mc Cann and S. Kim (eds), *The Feminist Reader: Local and Global Perspectives*, New York: Routledge, pp. 51-57.

Gandhi, Nandita & Shah, Nandita. (1991) *The Issues at Stake – Theory and Practice in Contemporary Women's Movement in India*. Delhi: Zubaan, pp. 7-72.

Field Trip

Partilori Museum in Amritsar.

Readings in Hindi

U. Chakravarti, (2001) 'Pitrasalta Par ek Note', In S. Arya, N. Menon & J. Lokneeta (eds.) *Naarivaadi Rajneeti: Sangharsh evam Muddey*, University of Delhi: Hindi Medium Implementation Board, pp.1-7.

D. Mehrotra, (2001) *Bhartiya Mahila Andolan: Kal, Aaj aur.Kal*, Delhi: Books for Change

G. Joshi, (2004) *Bharat Mein Stree Asmaanta: Ek Vimarsh*, University of Delhi: Hindi Medium Implementation Board

N. Menon (2008) 'Power', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi: Pearson

N. Menon (2008) 'Gender', in R. Bhargava and A. Acharya (eds) *Political Theory: An Introduction*, New Delhi, Pearson

R. Upadhyay and S. Upadhyay (eds.) (2004) *Aaj ka Stree Andolan*, Delhi: Shabd Sandhan.

8. Pedagogy

- a. Instructional design.

The course will be a combination of lectures and tutorials.

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space, any other – please specify). None

- c. Expertise in AUD faculty or outside.

The faculty team teaching the course has training in the field of political science, gender and international relations.

- d. Linkages with external agencies (e.g, with field based organisations, hospital; any others)

National and international women's organisations and NGOs will be invited for special lectures. Students will be encouraged to undertake a project with a women's organisation, for example Jagori's safety audit to understand women's safety in urban spaces.

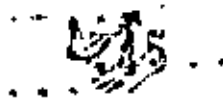
9. Assessment Structure.

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment through shorter written pieces (35%)
- Second assessment will be project-based submission (25%)
- Third assessment will be a final examination (40%).

Signature of Course Coordinator(s)

Note:



1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The Proposal was discussed by the Board of Studies in its..... meeting held on..... and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School / Centre proposing the course	School of Global Affairs
Programme(s)	BA
Course title	Electoral Systems
Course code	SGA1EL108
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Optional
Level (Predoctoral / MA / PG / Diploma / Certificate / UG)	UG – 2 nd /3 rd Semester
Course coordinator and team	SGA faculty (Coordinators for WS2019: Anil Persaud and Ekta Singh)

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course allows students to meet the requirements of the 'Politics and Governance; and 'States and Institutions' in the Global Studies programmes.

Being a second semester course it builds on students' first and/or second semester Foundation and Major courses. Furthermore, it will *build towards*, as the range of thematic possibilities suggest, themes that will be further developed in coming semesters in the School of Global Affairs such as Public Policy, Urban Studies, and SSH.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify):
None.
3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 35
4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Winter/Monsoon semester-long course
5. Proposed date of launch: WS2019
6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

This course contributes towards building civic responsibility and participation through engaged and informed debate.

7. Course Details:

- a. **Summary:** As per the BA-GS concept note, UG courses in the SGA adopt the following norm with regards to 100 level courses: 100 level courses, with a focus on events, people and places, will aim to develop students' reading, writing and presentation skills. In that regard this is a 100 level course. The event of this course is the election: regional (within nations) and national (around the globe).

This non-major course will engage early career undergraduate students in explore a range of issues related to their newly acquired legal right to participate in the democratic process by casting their vote. While taking a historico-spatial approach, a key pedagogical feature of this course is that in each semester the class will focus on following a live regional or national election happening somewhere in the world.

- b. **Objectives:** To not diminish the students' interest in learning.
- c. **Overall structure:** The course is divided into 3 Units: 1) "Histories as Theories", 2) "Exclusions and Innovations" and 3) "Experiences and Practices", each occupying 4 weeks of the teaching semester.
- d. **Contents (brief note on each module; indicative reading list with core and supplementary readings):**

The course is organised as follows.

Modules/Units	Themes	Materials	Weeks
Introduction	Why study electoral systems?	See below	1
1	Histories as Theories of ES	See below	4
2	Exclusions to and Innovations in ES	See below	4
3	Experiences and Practices of ES	See below	4

i. Introduction

Elections are a recent historical phenomenon. Furthermore, they are by definition events of contestation. That contestation has recently extended to include sophisticated assaults on electoral processes around the globe. Elections also represent one of those moments when Benedict Anderson's *imagined community* becomes real and offers an opportunity to make the distinction between being a nationalist versus a patriot. The decisions that citizens make with regards to how they vote have profound consequences not only for individual lives but on the quality of life of the collective in which they live in the present and for the future. This course is conceived of to prepare students to engage in informed debates about these big decisions. A poster making workshop on the theme of 'nationalism versus patriotism' may work well in this introduction to the course. Introductory materials will be drawn from such materials as:

- Stéphanie Tawa Lama-Rewal, "Studying Elections in India: Scientific and Political Debates". *South Asia Multidisciplinary Academic Journal* [Online], 3 | 2009. DOI : 10.4000/samaj.2784

- Overseas Development Institute (ODI):

Report covering some key components of the study of representative democracies: Alina Rocha Menocal, "Emerging democracies: Rising to the challenge. ODI, November 2013. At:

<https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8699.pdf> and "Why elections matter: assessing the quality of governance in emerging democracies", at: <https://www.odi.org/projects/2757-why-elections-matter-assessing-quality-governance-emerging-democracies>

- Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. Verso, 1983.
- A. Heywood, "Representation, Electoral and Voting", in *Politics*. Palgrave, 2002. pp. 223-245.
- A. Evans, "Elections Systems", in J. Bara and M. Pennington (eds), *Comparative Politics*. Sage, 2009. pp. 93-119.
- Pippa Norris, "Choosing Electoral Systems: Proportional, Majoritarian and Mixed Systems. *International Political Science Review* 18(3): 297-312.
- Entry on 'Nationalism and Patriotism' in John M. Levine, Michael A. Hogg, editors, *Encyclopedia of group processes and intergroup relations*. SAGE Publications, 2010. Chapter of the same name and others as per student interest.

- Rohit Bhattacharya, "12 Hard-Hitting Posters That Show How Patriotism & Nationalism Are Two Very Different Things". July 12, 2017. at: <https://www.scoopwhoop.com/difference-in-nationalism-patriotism/#.sms53v319>
- CSDS Lokniti website for elections surveys: www.lokniti.org

ii. Module I: Histories as Theories of Electoral Systems, - 4 weeks

This Module takes a global comparative approach to explore the emergence the most common systems such as: first-past-the-post voting, the two-round (runoff) system, proportional representation and ranked or preferential voting. Key moments in the histories of the formation of democracies, constitutions and forms of government, contextualizing them in time and space and the peoples' movements associated with their development. This unit will end with an in-class test and materials will be drawn from but not restricted to:

- Wikipedia 'Electoral System' page at https://en.wikipedia.org/wiki/Electoral_system and 'List of Forms of Government' page.
- David Butler, *India decides: Elections 1952-1995*. Books & Things 1995
- Ornit Shani, *How India Became Democratic: Citizenship and the Making of the Universal Franchise*. CUP 2017 – Introduction.
- David M. Farrell, *Comparing Electoral Systems*. Macmillan Press Ltd. 1998. Chapter 1 "The Study of Electoral Systems".
- Michael Gallagher and Paul Mitchell, *The Politics of Electoral Systems*. OUP, 2005.
- Anthony Arblaster, *Concepts in Social Sciences: Democracy*. "Introduction" and Chapter 1 on History. Open University Press, 2002.
- David Held, *Models of Democracy*. Polity Press, 2006
- Janaki Srinivisan, "Democracy" in R. Bhargava and A. Acharya (eds.) *Political Theory: An Introduction*. Longman, 2008. pp. 106-128.
- W.R. Clark, et al., "Democracy or Dictatorship: Does it make a difference", in *Principles of Comparative Politics*. Sage, 2013. Chapter 9 pp. 325-347.

iii. Module II: Exclusions and Innovations. - 4 weeks

This unit looks at the historical exclusions and the processes and movements towards the inclusion of these exceptions within electoral systems. For instance, themes such as the amendments and other innovations to electoral systems that led to the granting of the franchise to non-whites, women, ex-colonies will be studied. Similarly, the emergence of ballot options such as NOTA, use of the EVM and gerrymandering will be covered. Finally, this unit will consider challenges posed to the electoral system by 'corruption', Aboriginal sovereignty, statelessness, homelessness and mobility/migrations. The transaction of the module would involve group discussions and guided reading sessions besides lectures. It will end with an in-class test. Materials will be drawn from but not restricted to:

- Encyclopedia entry dealing with Exclusions from Suffrage - <https://www.encyclopedia.com/social-sciences-and-law/political-science-and-government/political-science-terms-and-concepts/voting-rights>
- VR Vachana, Maya Roy, "NOTA and the Indian Voter". *Economic and Political Weekly*, Vol.53, Issue No.6, 10 Feb. 2018.
- Garima Goel, "Patterns of NOTA Voting in India: Voting from the Margins". *Economic and Political Weekly*, Vol.53, Issue No. 33, 18 August, 2018.
- K Ashok Vardhan Shetty, "Making Electronic Voting Machines Tamper Proof: Some Administrative and Technical Suggestions", *Policy Watch* No. 6, Hindu Centre for Politics and Public Policy, 2018.
- Jagdeep S. Chhokar, "Simultaneous Elections: Striking at the Roots of Parliamentary Democracy", *Issue Brief* No. 8, a Joint publication by The Hindu Centre for Politics and Public Policy and Association for Democratic Reforms.
- "Gerrymandering." *International Encyclopedia of the Social Sciences*. Encyclopedia.com. <https://www.encyclopedia.com/social-sciences/applied-and-social-sciences-magazines/gerrymandering>
- Kanika Gauba, Anshuman Singh "Voter, Citizen, Enemy", Commentary, *Economic and Political Weekly*, Vol. 52, Issue No. 23, 10 June 2017.
- Mudit Kapoor, Shamika Ravi, "A Silent Revolution: Women Voters in Indian Democracy", *Economic and Political Weekly*, Vol. 49, Issue No. 12, 22 March 2014.
- Y. Yadav, "Understanding the Second Democratic Upsurge" in F. Frankel et al. (eds), *Transforming India: Social and Political Dynamics in Democracy*. OUP, 2000. pp.120-145.

- C. Jeffrelot, "Why should we vote? The Indian Middle Class and the Functioning of the World's Largest Democracy". In Religion, Caste and Politics in India, Primus, 2008. pp. 604-619.

iv. Module III: Experiences and Practices of ES. - 4 weeks

Drawing on the above two modules, the emphasis in this final module will be on guiding students as they study and situate the specific election being studied in that semester within both its national and global contexts. Students will be expected to carry out simple analyses of key issues related to the electoral process such as, policies, media coverage, campaign rules, concerned Institutions (elections commissions), resources (Internet) and Workshops in this module may be on skill development tools such as mathematics for elections, economics and policy, decoding media, social movements. This Unit will be heavily weighted towards group activities, workshops and field visits, that focus on the election being studied in the given semester, in the case of WS2019, that will be the Indian General Elections scheduled to be held in April or May of 2019. The unit will end with the submission of the Group Reports (see below). Materials will be drawn from but not restricted to:

- Pradeep K. Chhibber (Author), Rahul Verma (Author), *Ideology and Identity: The Changing Party Systems of India*. Oxford University Press, 2018. These scholars have a number of articles published in newspapers that will make the issues concerned easily accessible to first year students. We also anticipate inviting Rahul Verma to conduct discussion workshops with our students.
 - Articles from Newspapers and undergraduate friendly journals such as EPW. For instance there is no dearth of materials in EPW for students to utilise to compare the present elections with those of the past. For instance, the recent EPW Engage report on "How Does India Vote? A Short Reading List", where they have "curated articles that present a picture of how electoral democracy operates for various communities, spaces and states [in India]." *Economic and Political Weekly, EPW ENGAGE, ISSN (Online) - 2349-8846*
8. **Pedagogy:**
- a. Instructional design: This course recognises that students will be engaging for the first time in consequential reflections on their place in connecting forms of government, electoral systems and the quality of democracy within which they live. Student driven learning and teaching will be the pedagogical approach to this class. Students will be divided into groups and be expected to make biweekly

...

presentations on the themes of each of the three Modules. The course is very conducive for guest lectures by Government and Non-Government officials and bodies, workshops and fieldwork and visits. As such, this will be an activity and student-presentation based course in which students will work in groups in two ways: a) each group will work together to put together PPT presentations that speak for themselves on the themes related to each module and to be presented to the class. Out of these ongoing student presentations the class discussion will take place. b) Students will not only learn how to study elections, they will also be encouraged to compile group reports on the election under study in that particular semester.

One challenge emerging from this pedagogical approach that I anticipate is that of grading group work. (I will consult with colleagues in Schools such as SCCE and SDes about how they deal with grading group work. Ideally, with about 5 groups of maximum 7 each, I would like to be able to give the group a common grade for the work they manage to do collectively. It takes a certain maturity on the part of the students for this to work smoothly.)

- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Overhead Projector and Speakers. I suspect that this course will not be available to the visually impaired.
- c. Expertise in AUD faculty or outside: As required and available. As mentioned under 'Instructional Design' above, internal or external faculty will be sought to facilitate a drawing workshop with students of the course. Colleagues from Political Science and Economics, Law and Governance, Public Policy, Public Health, Urban Studies are ably equipped to contribute to enriching this course.
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

9. Assessment structure (modes and frequency of assessments):

- a. Group Presentation(s) - PPTs by two groups per Module, For instance, students will be encouraged to make presentations on the popular histories of Indian elections, such as songs, pamphlets and posters, films and documentaries and possibly schedule a film series open to all members of the campus, (40%);
- b. Two in-class test(s) (15% each for a total of 30%);

- c. Group Reports - prepare a Report on the election under study during that semester that aspires to a quality that it can be submitted to the country or region's Election Commission - (30%). The in-class tests will be based on the materials covered in the respective module.

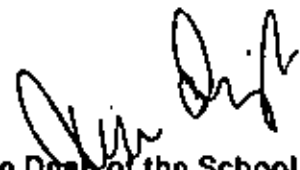
Signature of Course Coordinator(s)

Note:

4. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
5. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
6. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	MA in Global Studies
Course title	Wealth, Inequality and Capitalist Accumulation
Course code	SGA2GS406
Total Credits	4
Course type (core / compulsory / elective / any other – please specify)	Core
Level (Pre-doctoral / MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Kaustav Banerjee

- 1. Does the course connect to, build on or overlap with any other courses offered in AUD?**

The course is primarily a foundational course in global political economy and hence connects thematically with many courses offered at AUD. It builds on an interdisciplinary approach to understanding global capitalism.

- 2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)**

Nothing other than what is stated as the eligibility criterion for the MA, GS Programme

- 3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

This is an MAGS core course and maybe an elective for other programmes, so a class size of 50 students is proposed.

- 4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):**

It is a semester-long course to be offered in the Winter Semester.

- 5. Proposed date of launch:**

To be decided

- 6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?**

The course is in line with the vision of the University in imagining non-hierarchical spaces of globality. To do so, the course draws upon the discourses of political economy to understand the myriad global hierarchies

that result from the accumulation of wealth, status and the cumulative production of inequalities. It has an interdisciplinary approach with a wide array of readings from the social sciences thereby equipping students to comprehend different writings by scholars who have specialised in a specific discipline. The specific programme, that is, MAGS takes the problems arising out of global inequities seriously, and for that reason, this is one of its six major themes.

7. Course Details:

- a. **Summary:** The course focuses on the use of political economy to study the accumulation of wealth and the cumulative production of inequalities under capitalism. 1 % of the world population own 40% of the global assets. The richest 2% of the world population own more than 51% of the global assets; the richest 10 % own 85 % of the global assets. All this while, almost half the world — over three billion people — live on less than \$2.50 a day; more than 80 percent of the world's population lives in countries where wealth and income inequalities are rising. The classical understanding of capitalism is of course in terms of class. The history of capitalism however, points to a recurring overlap between social identities and class domination. The invisible hand of the market under capitalism is commonly understood to throw up efficient solutions in terms of employment outcomes and resource allocations — and this is what would give rise to the wealth of nations. In reality however, certain social groups continue to find themselves at the lowest rungs of the economy and society, while the miniscule minority keeps expanding its share and retains power, often globally. The course will explore how capitalism often employs pre-existing fissures to retain profit shares and power. Capitalism, in short, is not blind to the hitherto existing practices of discrimination be it race, patriarchy, caste or religion. The course would analyse the global processes which lead to such debilitating overlaps between class domination and social inequalities.
- b. **Objectives:** This course offers students a comparative political economic framework to conceptualize contemporary globality as a continuity of the past by a rigorous engagement with the processes which undergird such phenomena.
- c. **Overall structure and contents (brief note on each module; indicative reading list with core and supplementary readings)**

Unit 1 : Wealth [2 weeks]

The unit looks into the earlier sources of wealth creation and trace it to contemporary times. It will introduce students to processes of wealth creation and the cumulative nature of the existence of inequalities. It delves into the interlinkages between wealth, inequality and capitalist accumulation while drawing upon previous forms of wealth creation and earlier forms of inequities.

Essential Readings:

- Killewald, Alexandra, Fabian T. Pfeffer, and Jared N. Schachner. (2017) "Wealth Inequality and Accumulation". *Annual Review of Sociology* 43.379-404.
- Piketty, Thomas, and Gabriel Zucman. (2014) "Capital Is Back: Wealth-Income Ratios in Rich Countries 1700–2010." *The Quarterly Journal of Economics* 129 (3): 1255–1310.
- Acemoglu, D., and Robinson, J.A. (2015) "The rise and decline of general laws of capitalism." *J.Econ.Perspect.* 29(1):3–28
- Bhaduri, A. and J. Robinson (1980) 'Accumulation and Exploitation: an Analysis in the Tradition of Marx, Sraffa and Kalecki' in *Cambridge Journal of Economics*, Vol. 4, No. 2, pp 103-115
- Kuznets, Simon (1955), 'Economic Growth and Income Inequality', *American Economic Review*, 45 (1), pp. 1–28.
- Piketty, Thomas (2015a), 'About Capital in the Twenty-First Century', *American Economic Review*, 105 (5), pp. 48–53.

Unit 2: Modes of exploitation, Inequalities and persistence [2 weeks]

The economic system under capitalism is generally considered as a progression over earlier forms in so much as the identity of the oppressed would not be important for capitalist accumulation. Thus this unit will analyse one of the defining characteristics of capitalism over pre-capitalist forms - that of producing free wage labour as a progression over unfree labour relations. In the context of widespread histories of discriminatory labour practices under capitalism, the relevance of the concept of free wage labour will be examined. This unit will help in understanding why modes of exploitation are central to uncovering discriminatory outcomes and also analyse the reasons for its persistence in contemporary times.

Essential Readings:

- Brass, T., and M. van der Linden. (1997) 'Introduction' in *Free and Unfree Labour: the Debate Continues*. Peter Lang, Bern, Switzerland; New York
- Miles, R. (1987) 'Introduction' in *Capitalism and Unfree Labour, Anomaly or Necessity?*, Tavistock Publications, London
- Breman, J. (2007) 'Introduction' in *Labour Bondage in West India, From Past to Present*, Oxford University Press, New Delhi
- Tilly, C. (1998), 'Modes of Exploitation' in *Durable Inequality*, University of California Press
- Cohen, G. A. (1985) 'Are Workers Forced to Sell Their Labor Power?' in *Philosophy and Public Affairs*, Vol. 14, No. 1 (Winter), pp 99-105
- Folbre, N. and J. A. Nelson (2000) 'For Love or Money—or Both?' in *Journal of Economic Perspectives*, Vol. 14, No. 4, pp 123-140

- Mosse, D., (2007). 'Power and the Durability of Poverty: A Critical Exploration of the Links between Culture, Marginality and Chronic Poverty', *Chronic Poverty Research Centre*, London
- de Haan, A., (2011). 'Rescuing Exclusion from the Poverty Debate: Group Disparities and Social Transformation in India', *Working Paper No. 517*, IISS, The Hague
- Chancel, L. et al. (2017). Indian income inequality, 1922-2014: *From British Raj to Billionaire Raj?* 1-50.
- Sen, Amartya (1992). Introduction in *Inequality Reexamined*, Oxford: Oxford University Press.

Unit 3: Primitive Accumulation and Criminality [2 weeks]

This unit will deal in detail with the seamless/linear theories of transformation from feudalism to capitalism. The focus will be to uncover how primitiveness plays an important role in the evolution of capitalism. This would evolve an alternative understanding of the history of capitalism with regards to primitive/backward groups and their role in the broader cycle of accumulation. The method of political economy would help uncover the overlap between criminality and capitalist processes of exclusion.

Essential Readings:

- Linebaugh, P. (1976), 'Karl Marx, The Theft of Wood, and Working Class Composition: A Contribution to the Current Debate', in *Crime & Social Justice*, Vol. 6, pp. 5-16.
- Marx, K. (1867), The Secret of Primitive Accumulation, Chapter 26, *Capital Vol. 1*
- Perelman, M. (2000), 'Introduction' in *The Invention of Capitalism: The Secret History of Primitive Accumulation*, Duke University Press.
- Pager, D. (2003), 'The Mark of a Criminal Record' in *American Journal of Sociology*, Volume 108, Number 5, pp. 937-75
- Radhakrishna, M. (2000), 'Colonial Construction of a 'Criminal' Tribe: Yerukulas of Madras Presidency', *Economic and Political Weekly*, Vol. 35, No. 28/29 (Jul. 15-21), pp. 2553-2563

Unit 4: Patriarchy, Accumulation & Consumption [2 weeks]

How does patriarchy shape patterns of accumulation over different modes of production? Can patriarchy be thought of as a mode of production? What role does consumption play in the sexual division of labour in contemporary capitalism? This unit maps the evolution of analysis which locates patriarchal relations of production and consumption which lie at the core of capitalist accumulation in contemporary times.

Essential Readings.

- Chang ML. 2010. 'Introduction' in *Shortchanged: Why Women Have Less Wealth and What Can Be Done about It*. New York: Oxford Univ. Press
- Luxemburg, R. (1913), 'The Historical Conditions of Accumulation' in Section Three of *The Accumulation of Capital*; Edited by Dr. W. Stark, London, Routledge and Kegan Paul Ltd, 1951.
- Mies, M. (2007), 'Patriarchy and Accumulation on a World Scale-revisited' (Keynote lecture at the Green Economics Institute, Reading, 29 October 2005) published in *International Journal of Green Economics*, Vol 1, Nos. 3/4.
- De Grazia, V. & Furlough, E. (1996). 'Introduction' in *The sex of things: Gender and consumption in historical perspective*, University of California Press.
- Federici, S. (2004), 'The Accumulation of Labour and the Degradation of Women: Constructing "Difference" in the "Transition to Capitalism"' in *Caliban and the Witch: Women, The Body and Primitive Accumulation*. New York: Autonomedia Publishers.

Unit 5: Occupational segregation and Graded Inequality [2 weeks]

How does division of labour become division of labourers or vice versa? What is graded inequality? How is it operationalized? Why is it invisible? This unit will cover the working of the market under capitalism and analyse how discriminatory outcomes occur.

Essential Readings:

- Ambedkar, B. R. (1916). 'Caste in India: The Mechanism, Genesis and Development' In B. R. Ambedkar, *Annihilation of Caste*. Jullander: Bheema Patrika Publication.
- Thorat, S. and K. S. Newman (2007) 'Caste and Economic Discrimination: Causes, Consequences and Remedies' in *Economic and Political Weekly*, Vol. 42, No. 41, pp 4121-4124
- Deshpande, A. (2011), 'Chapter 2', *The Grammar of Caste: Economic Discrimination in Contemporary India*, Oxford University Press, New Delhi.
- Olson, P. (1990), 'The Persistence of Occupational Segregation: A Critique of Its Theoretical Underpinnings' in *Journal of Economic Issues*, Vol. 24, No. 1, pp. 161-171
- Madheswaran, S. and P. Attewell (2007) 'Caste Discrimination in the Indian Urban Labour Market: Evidence from the National Sample Survey' in *Economic and Political Weekly* Vol. 42, No. 41, pp 4146-4154

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Unit 6: Race, Efficiency and Distribution [2 weeks]

This unit looks at the impact of race/caste discrimination on market outcomes, especially issues pertaining to economic efficiency and distribution of wealth and persistence of inequalities.

Essential Readings:

- Bertrand, M., R. Hanna, and S. Mullainathan (2003) 'Are Emily and Greg more employable than Lakisha and Jamal? : A field experiment on labour market discrimination, *NBER Working paper* 9873.
- Conley D. 1999. *Being Black, Living in the Red: Race, Wealth, and Social Policy in America*. Berkeley: Univ. Calif. Press
- Wolpe, H. (1972), 'Capitalism and Cheap Labour-Power In SA: From Segregation to Apartheid', *Economy and Society*, 1, 425-456.
- Wright, E. O. (1978) 'Race, Class, and Income Inequality' in *American Journal of Sociology*, Vol. 83, No. 6, pp 1368-1397
- Cousins, B., Walker, C. (Eds.), (2015), *Land Divided, Land Restored: Land Reform in South Africa for the 21st Century*. Jacana, Johannesburg, South Africa

Supplementary readings:

- Smith, Adam (1776), *The Wealth of Nations*, edited W.B. Todd, Oxford: Oxford University Press, 1976.
- Veblen, Thorstein (1899), *The Theory of the Leisure Class: An Economic Study of Institutions*, reprinted with a foreword by Stuart Chase, New York: Random House, 1934.
- Walras, Léon (1874), from *Éléments d'économie politique; ou théorie de la richesse sociale*, Paris: R. Pichon et R. Durand-Auzias, translated by W. Jaffé as *Elements of Pure Economics*, New York: Augustus M. Kelley, 1954, 1977.
- Sismondi, J.C.L. Simonde de (1824), 'On the Basis of Consumption and Production', translated by Elizabeth Henderson, *International Economic Papers*, 7, 1957, pp. 20-39.
- Mill, John Stuart (1848), *Principles of Political Economy with Some of their Applications to Social Philosophy*, in J.M. Robson (ed.), *Collected Works of John Stuart Mill, Volumes II and III*, Toronto: University of Toronto Press, 1965.
- Marx, K. (1970), *Capital Vol. 1: A Contribution to the Critique of Political Economy*, Progress Publishers, Moscow, (1970)
- Mies, M (1998) *Patriarchy and Capitalist Accumulation on a World Scale: Women in the International Division of Labour*, Zed Books Limited, London and New York
- Ambedkar, B.R. (1936) *Annihilation of Caste*, Critical Quest, New Delhi

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- Phule, J. (2002), Selected Writings, Leftword Books, New Delhi
- Mohanty, M. (ed.) (2004), Class, Caste, Gender, Sage Publications, New Delhi
- Miles, R. (1987) Capitalism and Unfree Labour, Anomaly or Necessity?, Tavistock Publications, London
- Patnaik, U. and M. Dingwaney (1985) Chains of Servitude: Bondage and Slavery in India, Sangam Books, Madras
- Dirks, N. B. (2001) Castes of Mind: Colonialism and the Making of Modern India, Permanent Black, New Delhi
- Doniger, W. and B. K. Smith (1991) The Laws of Manu, Penguin Books, New Delhi
- Dumont, L. (1972) Homo Hierarchicus: The Caste System and Its Implications, Paladin Publishers, London
- Gupta, D. (ed.) (1991), Social Stratification, Oxford University Press, New Delhi

8. Pedagogy:

- a. **Instructional strategies:** Classroom teaching; Class discussion / informal debates; Pair/group reading of papers; Group presentations; Film appreciation
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** No
- c. **Expertise in AUD faculty or outside:** Yes, within AUD
- d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** No

9. Assessment structure (modes and frequency of assessments):

- i. **Monthly Assessment (3X10% = 30%):** Open book written assessment based on Units covered in a month.
- ii. **Project (30%):** term paper on a topic/theme of students' interest
- iii. **Final examination (40%):** essay-based final exam based on full semester syllabus

Signature of Course Coordinator(s)

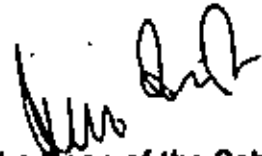
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Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the Board of Studies:

Suggestions:



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre	School of Global Affairs
Programme(s)	M.A GLOBAL STUDIES
Course title	Contesting Globalisation
Course code	SGA2GS407
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for MA-GS students
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	PG
Course coordinator and team	Sunalini Kumar

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

While some parts of this course have overlaps with parts of other courses at AUD, for example, courses in the school of development studies, or the global feminist movement module in the course offered at Kashmere Gate campus, there is no other course on globalisation per se.

2. Specific requirements on the part of students who can be admitted to this course: (pre-requisites; prior knowledge level; any others – please specify): No requirement.

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

The entire cohort of MA-GS will enroll in this course, so the number of students from other programmes will need to be limited to 15.

4. Course scheduling (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second semester MA-GS students as a compulsory core course. It addresses the contemporary and interdisciplinary focus of AUD, and in particular of the school of global affairs.

This course will expose students to myths and realities of globalisation while making them aware of the philosophical foundations, contextual histories and genealogies of the concepts and issues that these myths and realities derive from. Students will be provoked to problematise and critically engage with concepts and issues pertaining to state, sovereignty, democracy, governance, empire, justice, identity, hegemony, and social movements

7. Course Details

a. Summary

Often perceived as synonymous with the arrival of the 21st century, the concept of 'globalisation' is an influential way of understanding the contemporary world. Its most ardent ideologues have hailed globalisation as a flattening process, equalising incomes and spreading democracy across the world (*The End of History and the Last Man* (Fukuyama, 1992), *The Clash of Civilisations* (Huntington, 1993). Critics (from the left usually) contend that globalisation is accompanied by deepening inequality between and within states; and ecological and humanitarian distress. However, does the concept of globalisation itself stand? This course will help students address both academic and popular discourses around globalisation by placing before them critical texts from various disciplines – political science, international relations, sociology, cinema studies, political economy and history. Countering the discourse of the demise of the nation-state popular with Marxists and neoliberals alike, a more nuanced position on the relationship between national and transnational processes will be undertaken.

The course will also introduce students to the rich archive of protesting imaginations and publics in the history of globalisation, however understood. A special feature of the course is the self-conscious choice of scholarship from women and the third world or the global south on globalisation, avoiding the usual practice of speaking of gender and the non-west merely in terms of 'critique'.

b. Objectives

- To introduce students to key concepts in globalisation – nation-state, sovereignty, empire, globalisation, good governance, protest, crisis, social movements – and how these relate to each other.
- To appreciate the historical and conceptual complexity of popular, important and contemporary political ideas and events
- To promote critical engagement with the immediate environment – questions of power, equity and access as they appear in students' lives in a globalising world.

c. Overall structure:

The course is built around four units 1) The Problem 2) The Solution 3) The Crisis and 4) The Discontents. The course will encourage students to see that the story of globalisation is far more complicated than commonly told. The course will employ diverse theoretical and historical materials that allow us to visibilise these complexities.

d. Course content

Unit I: The Problem: Nation, Sovereignty and Other Quaint Ideas

This unit will introduce students to the idea of the modern nation-state and the purported dilution of statehood within globalisation. As an alternative to this narrative of rise and decline, it will attempt to offer the thesis that globalisation is the latest re-figuration of old empires.

- *Module 1: Conceptual and Theoretical Challenges*

Required Readings:

Holsti, K.J. (2002) "The Problem of Change in International Relations Theory" from Ferguson and Jones (ed.) *Political Space* Albany, NY, SUNY Press.

Hooper, C. (2001) "Masculinities in International Relations" from *Manly States* New York, Columbia University Press, pp. 79-116.

Hardt, M. and Negri, A. "Passages of Sovereignty" from *Empire* Cambridge, Massachusetts, Harvard University Press, pp. 67-163.

- *Module 2: Debates on Rise and Decline of States*

Strange, S. (2003) "The Declining Authority of States" from David Held and Anthony Giddens (ed.) *The Global Transformations Reader* Cambridge, Polity Press, pp. 127-134.

Mann, M. (2003) 'Has Globalization Ended the Rise and Rise of the Nation-State?' From David Held and Anthony Giddens (ed) *The Global Transformations Reader* Cambridge, Polity Press, pp. 135-146.

Fukuyama, F. (1989). *The End of History?* *The National Interest*, (16). pp. 3-18.

Mies, Maria. (1986) 'Housewifization International: Women and the New International Division of Labour' from *Patriarchy and Accumulation on a World Scale* London and Atlantic Heights, NJ. Zed Books, pp. 112-144.

Additional Readings

Moore, David (1999), 'Sail on, O Ship of State': Neo-Liberalism, Globalisation and the Governance of Africa", *Journal of Peasant Studies*, Vol. 27, No.1, 1999, pp. 61-96.

Menand, Louis. Francis Fukuyama Postpones the End of History from *The New Yorker Magazine* (September 3, 2018) from <https://www.newyorker.com/magazine/2018/09/03/francis-fukuyama-postpones-the-end-of-history>

Hardt, M. and Negri, A. "Capitalist Sovereignty, Or Exercising the Global Society of Control" from *Empire*, pp. 325-360.

Unit II: The Solution: International Order or Global Disorder?

In this unit, the postwar international order will be understood through a series of critical readings on governance, international institutions, global democracy, human security and the idea of global justice. The growing consensus that the Bretton Woods institutions have failed to solve the problem created by the world wars has led to a rethinking of the idea of order itself.

- *Module 3: Bretton Woods Institutions and Global Governance*

Required Readings

McMichael, P. (2004) *Development and Social Change* (Parts I, II and III) Thousand Oaks, Pine Forge Press.

Mukhopadhyay, M. (2015) "Gendered Citizenship in the Postcolony" from *The Oxford Handbook on Transnational Feminist Movements* Oxford, Oxford University Press, pp. 607-625.

Weiss, T. (2000). Governance, Good Governance and Global Governance: Conceptual and Actual Challenges. *Third World Quarterly*, 21(5), pp. 795-814.

Additional Readings

James, H. (2012) The multiple contexts of Bretton Woods. *Oxford Review of Economic Policy*, 28(3), pp. 411-430.

Weiss, T., Carayannis, T., & Jolly, R. (2009). The "Third" United Nations. *Global Governance*, 15(1), pp. 123-142.

Rudder, C. (2008). Private Governance as Public Policy: A Paradigmatic Shift. *The Journal of Politics*, 70(4), 899-913.

- *Module 4: Security, Democracy, Justice*

Required Readings

Hudson, H. (2005). 'Doing' Security As Though Humans Matter: A Feminist Perspective on Gender and the Politics of Human Security. *Security Dialogue*, 36(2), pp. 155-174.

Grewal, I (2005) "Women's Rights as Human Rights" from *Transnational America: Feminisms, Diasporas, Neoliberalisms* Durham, Duke University Press, pp. 121-157.

Diamond, L., Rolfe, E., & Stephenson, H. (2009). The Shape of Global Democracy. *The Brown Journal of World Affairs*, 15(2), pp. 77-86.

Additional Readings

P. Bidwai, (2011) 'Durban: Road to Nowhere', in *Economic and Political Weekly*, Vol.46, No. 53, December, pp. 10-12.

Tasioulas, J. (2005). Global Justice Without End? *Metaphilosophy*, 36(1/2), pp. 3-29.

Unit III: The Crisis: Hydra-Headed Threats of a Globalising World

This unit will further explore disorder in the global world through two modules – the first will seek to understand if the Washington Consensus is over; and the second will look at specific threats: environmental, war, data privacy, arms control, internal security.

- *Module 5: Weak Institutions, Strong Passions?*

Required Readings

Clapp, J. (2006). WTO Agriculture Negotiations: Implications for the Global South. *Third World Quarterly*, 27(4), pp. 563-577.

Rodrik, D., & World Bank. (2006). "Goodbye Washington Consensus, Hello Washington Confusion? A Review of the World Bank's "Economic Growth in the 1990s: Learning from a Decade of Reform". *Journal of Economic Literature*, 44(4), pp. 973-987.

Pettifor, A. (2016) 'Brexit and its Consequences' *Globalizations*, 14:1, pp. 127-132

Additional Readings

Weiss, T. (2009). What Happened to the Idea of World Government? *International Studies Quarterly*, 53(2), pp 253-271

Ocampo, J. (2004) Beyond the Washington Consensus: What Do We Mean? *Journal of Post Keynesian Economics*, 27(2), pp. 293-314.

Module 6: Global Threats: Environment, War, Data Privacy, Arms Control, Internal Security.

Required Readings (Choose any two issues)

J. Volger, (2011) 'Environmental Issues', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 348-362

Castonguay, J. (2004). Conglomeration, New Media, and the Cultural Production of the "War on Terror". *Cinema Journal*, 43(4), pp. 102-108

Vanaik, A. (2007). *Masks of Empire*, New Delhi: Tulika, pp. 103-128.

Kinsella, H. (2007). Understanding a War That Is Not a War: A Review Essay. *Signs*, 33(1), 209-231.

Gurumurthy, A. and Amrita Vasudevan "Snowden to Cambridge Analytica – making the case for the social value of privacy" *Open Democracy 4 April 2018* from <https://www.opendemocracy.net/anita-gurumurthy-amrita-vasudevan/snowden-to-cambridge-analytica-making-case-for-social-value-of-pri>

Smith, D. The crumbling architecture of arms control from *Open Democracy 24 October 2018* from <https://www.opendemocracy.net/dan-smith/crumbling-architecture-of-arms-control>

M. Ahmad, (2002) 'Homeland Insecurities: Racial Violence the Day after September 11', *Social Text*, 72, Vol. 20(3), pp. 101-116.

Clapp, J. (1994). The Toxic Waste Trade with Less-Industrialised Countries: Economic Linkages and Political Alliances. *Third World Quarterly*, 15(3), pp 505-518.

Buzan, B. (2006). Will the 'Global War on Terrorism' Be the New Cold War? *International Affairs (Royal Institute of International Affairs 1944-)*, 82(6), pp. 1101-1118.

Additional Readings:

M. Dillon, (2009) 'What Makes the World Dangerous?' in J. Edkins And M. Zehfuss (eds.) *Global Politics: A New Introduction*, New York: Routledge, pp. 397-426.

Biggs, D., Biggs, R., Dakos, V., Scholes, R., & Schoon, M. (2011) Are We Entering an Era of Concatenated Global Crises? *Ecology and Society*, 16(2).

A. Heywood, (2011) *Global Politics*, New York: Palgrave, pp. 383-411.

Unit IV: The Discontents: Protesting Publics and New Imaginaries

The protest or discontent against globalisation appears to have witnessed two distinct moments – one celebrated as the Seattle protests; the other not so distinct and is marked by inchoate protesting publics and anarchic political imaginations, which is celebrated as “defiant” by one scholar (Daniel Dasche) and as ‘multitudes’ by others (Hardt and Negri). This unit will also introduce students to the concept of social movements including ‘globalisation/democracy from below’.

- *Module 7: Anti Globalisation and the Seattle Moment*

Required Readings:

Broad, R., & Heckscher, Z. (2003). Before Seattle: The Historical Roots of the Current Movement against Corporate-Led Globalisation. *Third World Quarterly*, 24(4), pp. 713-728.

Orr, M. (2007). The Failure of Neoliberal Globalisation and the End of Empire: Neoliberalism, Imperialism, and the Rise of the Anti-Globalization Movement. *International Review of Modern Sociology*, 33, pp. 105-122

Additional Reading:

Weldon, S. (2011). Introduction. Movements, Marginalization, and Representation from *When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups* Ann Arbor, University of Michigan Press, pp. 1-29.

Gopal, S. (2001). American Anti-Globalisation Movement: Re-Examining Seattle Protests. *Economic and Political Weekly*, 36(34), pp. 3226-3232.

- *Module 8 – Globalisation from below, Democracy from below*

Required Readings:

Porta, D., Andretta, M., Mosca, L., & Reiter, H. (2006). "Politics, Antipolitics, and Other Politics. Democracy and the Movement for Globalization from Below" in *Globalization from Below: Transnational Activists and Protest Networks* Minneapolis, University of Minnesota Press, pp. 196-231.

Porta, D., Andretta, M., Mosca, L., & Reiter, H. (2006). "The Global Movement and Democracy" in *Globalization from Below: Transnational Activists and Protest Networks* Minneapolis, University of Minnesota Press, pp. 232-248.

Weldon, S. (2011). "The Advocacy State" from *When Protest Makes Policy: How Social Movements Represent Disadvantaged Groups* Ann Arbor, University of Michigan Press, pp. 149-170.

Additional Reading:

Eschle, C. (2001) *Globalising Democracy, Globalising Movements from Global Democracy, Social Movements, and Feminism* Boulder, Colorado, Westview Press.

Mouffe, C. and Laclau, E. (2001) *Hegemony and Radical Democracy from Hegemony and Socialist Strategy* pp. 149-194 London, Verso.

Mohanty, C. (2003). "Under Western Eyes" Revisited: Feminist Solidarity through Anticapitalist Struggles. *Signs*, 28(2), 499-535.

Background Readings (relevant for all units and modules): Essential Texts on Globalisation

Ritzer, G. (2010) *Globalization: A Basic Text*, Sussex: Wiley-Blackwell, pp. 33-62.

Strager, M. (2009) *Globalization: A Very Short Introduction*, London: Oxford University Press, pp. 1-16.

Elthwood, M. (2005) *The No-nonsense Guide to Globalization*, Jaipur: Rawal Publications, pp. 12-23.

R. Keohane and J. Nye Jr. (2000) 'Globalization: What's New? What's Not? (And So What?)', in *Foreign Policy*, No 118, pp. 104-119.

Klein, N. (2008) *The Shock Doctrine* London, Penguin UK.

McGrew, A. (2011) 'Globalization and Global Politics', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics: An Introduction to International Relations*, New York: Oxford University Press, pp. 14-31.

Vanik, A. (ed.), (2004) *Globalization and South Asia: Multidimensional Perspectives*, New Delhi: Manohar Publications, pp. 171-191, 192-213, 301-317, 335-357.

Björn, W. 'Modernity: One, None, or Many?: European Origins and Modernity as a Global Condition' in *Daedalus*, Vol. 129, No. 1, *Multiple Modernities*, Winter 2000, pp. 31- 60.

Nayyar, D. (ed.) *Governing Globalisation: Issues and Institutions*, Oxford, Oxford University Press, 2002.

Other Readings:

Held, D. (1995). *Democracy and the Global Order: From the Modern State to Cosmopolitan Governance* (Stanford: Stanford University Press).

D. Howlett, (2011) 'Nuclear Proliferation', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 384-397.

J. Kiras, (2011) 'Terrorism and Globalization', in J. Baylis, S. Smith and P. Owens (eds.) *Globalization of World Politics*, New York: Oxford University Press, pp. 366-380.

S. Castles, (2012) 'Global Migration', in B. Chimni and S. Mallavarapu (eds.) *International Relations: Perspectives For the Global South*, New Delhi: Pearson, pp. 272-285.

S. Tadjbakhsh and A. Chenoy, (2007) *Human Security*, London: Routledge, pp. 13-19; 123- 127; 236-243.

A. Acharya, (2001) 'Human Security: East versus West', in *International Journal*, Vol. 56, no. 3, pp. 442-460.

A. Kumar and D. Messner (eds), (2010) *Power Shifts and Global Governance. Challenges from South and North*, London: Anthem Press.

P. Dicken, (2007) *Global Shift: Mapping the Changing Contours of the World Economy*, New York: The Guilford Press. J. Close, (2001) 'The Global Shift: A quantum leap in human evolution', Available at <http://www.stir-global-shift.com/page22.php>, Accessed: 19.04.2013.

8. Pedagogy

a. Instructional design.

The course will be a combination of lectures and tutorials.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify).

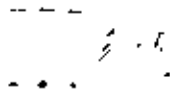
None

c. Expertise in AUD faculty or outside.

The faculty teaching the course has training in the field of political science, gender and international relations.

d. Linkages with external agencies (e.g, with field based organisations, hospital; any others)

Practitioners/officials in the UN system/other international organisations may be invited for special lectures.



9. Assessment Structure

The course will have three types of assessment situations.

Students will be assessed in continuous assessment through shorter written pieces (35%)

Second assessment will be project-based submission (25%)

Third assessment will be a final examination (40%)

Signature of Course Coordinator(s)

Note.

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on..... and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University, Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	MA in Global Studies
Course title	Research Methods II
Course code	SGA2GS405
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Core
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	MA
Course coordinator and team	Kaustav Banerjee

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is primarily an advanced course in research methods and hence connects thematically with many courses offered at AUD. It builds on a transdisciplinary approach to researching the global.

**2. Specific requirements on the part of students who can be admitted to this course:
 (Pre-requisites; prior knowledge level; any others – please specify)**

Nothing other than what is stated as the eligibility criterion for the MA, GS Programme

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

This is an MAGS core course and maybe an elective for other programmes, so a class size of 50 students is proposed.

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

It is a semester-long course to be offered in the Winter Semester.

5. Proposed date of launch: WS 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course is in line with the interdisciplinary vision of the University. It has an interdisciplinary approach with a wide array of methods prevalent in the social sciences thereby equipping students to comprehend different methods employed by scholars who have specialised in a specific discipline. The specific programme, that is, MAGS takes the approach of interdisciplinarity seriously, and for that reason, this is its advanced research methods courses.

7. Course Details:

- a. **Summary:** The research methods utilized in social sciences rely on interpretative understandings of social realities and are generally suited to study social experiences and interactions, but biases do stand in the way of studying globality. Research methods for comprehending the 'global' have to take into certain factors like understanding that these are phenomena which are largely invisibilised and hence would require different methods and a different set of ethics. The course will offer a comprehensive understanding of the complex issues involved in studying the 'global'. The diverse research methods which would be utilized to undertake empirical research for global studies will be discussed in this course. The course will also deal at length with the requisite quantitative research techniques available for measuring global phenomena. Often, such processes are often not captured by quantitative research and hence there will be a comprehensive coverage of qualitative, ethnographic, archival and historical research techniques which can be used or modified from its existing forms to comprehend the 'global'. More importantly, the course will teach students to deal with intersectionalities. What particular research ethics and sensitivities should be taken into account while researching the 'global'? This course will expose students to these various aspects and prepare them to undertake field or survey based research.
- b. **Objectives:** To equip students with a wide range of methods which will help them in their compulsory summer internship as well as their MA dissertation.
- c. **Overall structure and contents** (brief note on each module; indicative reading list with core and supplementary readings)

UNIT 1: Challenges of Researching Global Inequalities [3 weeks]

The challenge will be to understand how to study global phenomena and invisibilised processes. There is already existing research methods in social sciences, but what are the shortcomings of using such methods. For example the preponderance of "fieldwork" in social sciences does not take into account the disability of students as a major barrier in undertaking research in various spaces. There are other forms of disabilities which conventional techniques are not sensitive about – e.g. what is the role of perceptions in research. These kinds of issues will be discussed so as to help students grasp the challenges of using classical disciplinary methods in comprehending global phenomena. The course introduces students to critically understand fundamental research techniques, their relevance, objective and subjective basis and various related paradigms and theories. The focus will be on the evolving methodologies to understand global dimensions at various sites and the debates between usages of different methodologies.

Introduction to Research Methods in Social Sciences
Paradigm & Theories: Positivism; Critical Perspectives (Marxism, Feminism) ; Interpretivism
Ethics & Dilemmas in studying perceptions

Essential Readings:

- Babble, E R., The Practice of Social Research, Cengage Learning, 2013.
- Garfinker, H. G., Studies in Ethnomethodology, Prentice Hall, 1967.
- Stuart Clark (eds.), The Annales School: Critical Assessment, 4 vols., New York, Routledge, 1999.
- Durkheim, E. The Rules of Sociological Method, The Free Press, 1982 [1895].
- De Haan, A., "Ways of seeing", Economic and Political Weekly, 2005.
- Fonow, M. (eds.), Beyond Methodology: Feminist Scholarship as Lived Research.
- Kuhn, T., The Structure of Scientific Revolution, Chicago University Press, 2012.
- Popper, K., Logic of Scientific Discovery, Routledge, 2002.
- Weber, M., The Methodology of Social Sciences, The Free Press, 1949.

UNIT 2: Ethics & Biases in researching the global [3 weeks]

Discriminatory practices continue in society because of long held biases among people. It is important to locate one's own biases before we do research to examine discrimination and exclusion. The ethics of doing research in understanding global discrimination and exclusion will have to be based on interpretative understanding and empathy. The use of false information in audit or correspondence studies will be discussed in greater detail. The attempt will be to understand the various complexities involved in the undertaking of such research.

Essential Readings:

- Burgess, R., Field Research: A Sourcebook and Field Manual, Allen and Unwin London, 1982.
- Foucault, M., Ethics: Subjectivity and Truth, Penguin Pres, 1977.
- Pager, D., Marked: Race, Crime, and Finding Work in an Era of Mass Incarceration, University of Chicago, 2007.
- Shrader-Frechette, K., Ethics of Scientific Research, Littlefield, 2000.
- Deshpande, A. (2011) The Grammar of Caste: Economic Discrimination in Contemporary India, Oxford University Press, New Delhi.

UNIT 3: Methods to study global processes and outcomes [3 weeks]

There are broadly three methods which can be employed in studying various aspects of global processes and outcomes. One is the experimental method, like audit studies to uncover biases in perceptions leading to certain discriminatory outcomes. The second is qualitative methods to understand processes of globality. The third is quantitative methods to understand the trends, extent and recurrence of these phenomena. This unit will deal with various audit, quantitative and qualitative techniques that are available. Field based surveys and secondary data analysis will be the focus of this unit. However the focus will also be on various kinds of field survey that takes into account several kinds of disabilities. This unit will equip students with an in-depth understanding of various techniques and methods of collecting data, as well as enable them to choose best set of methods contingent on the particular type of research undertaken. This unit will deal with the relevance and applicability of various types of research. Emerging research methods which use a mix of both approaches especially to deal with intersectionalities will be covered in greater detail.

Techniques & Methods –

- Research design
- Types of Sampling
- Ethnography:
 - Participant Observation
 - Questionnaires & Interviews
 - Focus Group Interviews
- Case Studies & Life Histories
- Archival Methods
- Statistical Techniques
 - Questionnaires & Interviews
 - Coding, Analysis & Interpretations
 - Correspondence and Audit studies

Essential Readings:

- Anand, S., and A. K. Sen, Gender Inequality in human development: theories and measurement, New York: United Nations Development Programme, 1995.
- Bertrand, M., R. Hanna, and S. Mullainathan (2003) 'Are Emily and Greg more employable than Lakisha and Jamal? : A field experiment on labour market discrimination, NBER Working paper 9873.
- Brewer, J. D., Ethnography, Open University Press, Philadelphia, 2000.
- Clifford, J., Writing Culture: The Poetics and Politics of Ethnography, University of California Press, 1986.

- Davies, C. A, Reflexive Ethnography. A Guide to Researching Selves and Others, Routledge, London, 1999.
- J. Le Goff and P. Nora (eds.) Constructing the past: Essays in Historical Methodology, Cambridge: CUP, 1985.
- Krueger, A.R Focus Groups. A Practical Guide for Applied Research, Thousand Oaks, CA: Sage Publications, 2009
- Rubin, Herbert J., Qualitative Interviewing: The Art of Hearing Data, Thousand Oaks, 1995.
- U. Kalpagam, 'The colonial state and statistical knowledge', History of the Human Sciences, (2000) 13: 3, 37-55

UNIT 4: Confronting Intersectionalities - Analysis-of Policies, Consequences & Outcomes [3 weeks]

Intersectionalities often manifests itself as outcomes or consequences. This unit equips students with the tools to analyse consequences, causality and outcomes. For example the Tribals in Central India face a different form of exclusion and discrimination than say Dalits or Muslims. They face a process of exclusion from the development process itself. Muslims may be denied employment opportunities and could be found to be disproportionately in "illegal" or "informal" activities. Also, the State's undertake policies for the amelioration of such discrimination and exclusion. The impact and consequences of such policies will be examined and methods of policy analysis will be introduced and discussed in this unit. The various methods of collecting data, despite having their particularities, do not form isolated categories. Many of these techniques intersect and are used in conjunction with one another for undertaking an empirical research. In this unit, focus will be on these overlaps and intersections.

Essential Readings:

- Lutz, H. (eds.), Framing Intersectionality: Debates on a multifaceted concept in gender studies, Ashgate, 2012.
- Leslie McCall. 2005 "The Complexity of Intersectionality." Vol 30, No 3 Signs: Journal of Women in Culture and Society
- Kimberle Crenshaw.1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics" University of Chicago Legal Forum 1989: 139-167
- Kimberle Crenshaw. 1991. "Mapping the Margins: Intersectionality, Identity Politics and Violence against Women of Color." Stanford Law review 43 (6) : 1241-1299
- Fernandez, Leela. 1997. Producing Workers: The Politics of Gender, Class and Culture in the Calcutta Jute Mills. Philadelphia: University of Pennsylvania Press.
- Menon, Nivedita. 2015. "Is Feminism About 'Women'?" Vol 50, Issue No 17, Economic and Political Weekly

- John, Mary E. 2015. "Rejection or critical Dialogue? Intersectionality" Vol 50, Issue No 33, Economic and Political Weekly
- Anand, S., and A. K. Sen, "Concepts of human development and poverty: a multidimensional perspective" in Readings in human development : concepts, measures and policies for a development paradigm, eds. S. Fukuda-Parr and A. K. Shiva Kumar, New Delhi: Oxford University Press, 2003,pp. 204-220.
- Winker, G. and Degeli, N., "Intersectionality as multilevel analysis: dealing with Social Inequality", European Journal of Women Studies, 18 (1), pp. 51-66.

Suggested Readings:

- Bernard, Russell, Research Methods in Anthropology: Qualitative and Quantitative Approaches, Sage Publication, 1994
- Banerjee, K, Social Development Index in Social Development Report, Council for Social Development, Oxford University Press, 2010
- Fields, G. S, Distribution and development: a new look at the developing world, New York, London: Russell Sage Foundation; MIT Press. Chapter 2 "The Meaning and Measurement of Income Inequality", 2001
- Harding, S G., Feminism and Methodology: Social Science Issues, Indiana University Press, 1987.
- Hammersley, M. and P. Atkinson (2007), Ethnography: Principles in Practice, Taylor & Francis London, 2007
- Jayaraj, D. and S. Subramanian, "Poverty and Discrimination: Measurement, and Evidence from Rural India", in Barbara Hamiss-White and S. Subramanian (eds.): Illfare in India: Essays on India's Social Sector in Honour of S. Guhan. Sage Publications, New Delhi, 1999.
- Lorenz MO, Methods of measuring the concentration of wealth, Publications of the American Statistical Association 9(70): 209-219, 1905.
- Marc Bloch, The Historian's Craft, Manchester, MUP, 1954.
- Murchison, J. (2010), Ethnography Essentials: Designing, Conducting, and Presenting Your Research, John Wiley and Sons, Hoboken, 2010.
- Seale Clive, Social Research Methods: A reader, Part-V Critiques of Quantification pp.157-192. Routledge India, 2008
- Sen, A. K, Inequality reexamined, New York and Oxford: Russell Sage Foundation; Clarendon Press. Chapter 1 "Inequality of what?" 1992.
- Silber, J, Factor components, population subgroups and the computation of the Gini Index of Inequality, Review of Economics and Statistics 71, 107-115, 1989.
- Srivastava, Vinay Kumar (Ed.), Methodology and Field Work, New Delhi: Oxford University Press, 2004
- Wooldridge, J M., Introductory Econometrics: Modern Approach, South-western Cengage Learning, 2009.

- Yadav Yogendra, Epilogue. What does fieldwork do in the field of elections?" in A M Shah, The Grassroots of Democracy. Field Studies of Indian Elections, Delhi: Permanent Black, 2007.

8. Pedagogy:

- a. **Instructional strategies:** Classroom teaching; Class discussion / informal debates; Pair/group reading of papers, Group presentations; Film appreciation
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Lab required for quantitative techniques
- c. **Expertise in AUD faculty or outside:** Yes, within AUD
- d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** No

9. Assessment structure (modes and frequency of assessments):

- i. Monthly Assessment (3X20% = 60%): Assessments based on different methods covered.
- ii. End Semester Project (40%): Term paper based on fieldwork/desk based research of students' interest

Signature of Course Coordinator(s)

Note:

- 1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- 2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- 3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:


Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	Global Studies
Programme(s)	MA Global Studies
Course title	Global South Asians: Communities, Cultures, Representations
Course code	SGA2EL401
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Optional
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Amit Kumar Mishra

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is being offered as an elective course for MA students in Global Studies. It builds on some of core courses being offered in the first semester. Particularly on the cultures and identities.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): 30

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to MA Second Semester students. It introduces the students to concepts of transnational mobilities which form an essential characteristic of the world we live in and therefore necessary to engage with. It proposes to serve as foundation for understanding the global connectivity through the movement of communities and cultures. The

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course emanates from AUD's larger vision to address the concerns of our times in which a critical understanding of processes and consequences of globalization have become indispensable

7. Course Details:

a. Summary

In the contemporary global world, human mobility has been recognised as a crucial determinant of global conditions and connections as it has tremendously increased the interaction and integration among disparate regions of the world. Movement of people across borders and the very processes of monitoring, managing and regulating the entry and residence of immigrants has been a crucial aspect not only during the formation of nation states during the process of decolonisation in mid 19th century, but remains a critical concern even in the era of contemporary transnationalism and resurgent nationalisms.

Through a comprehensive narrative of transborder movement of South Asian people in the long historical passage, and by situating these movements within the larger political-economic and social-cultural contexts of the times, this course intends to introduce the students to certain fundamental themes, questions and debates in the analysis of mobility and migration that are part of global circulation of capital, commodities, communities, cultures and ideas. This course will make an attempt to read the historical narratives of human mobility as an integral constituent of ideological affirmations of the times and ways in which human mobility facilitates the dispersal and universalization of the ideas and also in turn gets altered by these ideas.

By exploring the thematic process of insertion of local/national into the global through human mobility with specific historical narrative of South Asian diasporic communities this course proposes to provide the basic grounding and intends to lead the students towards understanding the contemporary global order from a transdisciplinary perspective.

In addition to articles and books related to the topics to be taught, I will use a variety of visual and literary material like maps, photographs, documentaries, films, blogs, literary texts such as novels and poetry in order to make learning more engaging, encouraging and eye-catching.

b. Objectives

- To introduce students to certain fundamental themes, concepts and debates in studying transborder movement and migration
- To recognise the long historical trajectory and diverse nature of human mobility

- To provide a broad understanding of human mobility in larger political-economic contexts of the times as well as intertwined processes of global circulation and connectivity
- To encourage students towards critical engagement with diverse source material and learning methods and gain skills in analysis and articulation

c. Overall structure:

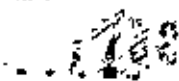
This course is divided in 7 Units

Unit	Duration
Understanding Diaspora and Transnationalism	2 Weeks
Global Diasporas	1 Week
Making and Mapping of South Asian Diaspora	2 Weeks
Culture and Identity	2 Weeks
Gendering Diaspora	1 Week
Diaspora/Development/Diplomacy	2 Weeks
Representations	2 Weeks

d. Contents

Because of its appealing multiplicity in formations and articulations, South Asian Diasporas has emerged as one of the most captivating and reflective sites for conceptual as well as empirical understanding of 'Diaspora'.

This course attempts to introduce the students with certain core themes and questions – histories of South Asian Diaspora; the critical processes of transformation of the Diasporic communities; their negotiations for new identities (hybrid as well as hyphenated) and space in the adopted lands with a simultaneous cultivation of imaginary and real socio-cultural, economic and political ties with the homeland; ethnic and gendered narratives; and the representations and productions of Diasporic communities (literature, music, film, television and cyberspace).



I. Understanding Diaspora and Transnationalism (2 Weeks)

To begin with, students will be introduced to certain definitional terms and theoretical constructs by way of providing the necessary grounding. These will include – migration theories, theories and meanings of Diaspora, transnationalism etc.

Readings:

Vertovec, Steven and Robin Cohen, eds., *Migration, Diasporas and Transnationalism*, Edward Elgar, Cheltenham (UK), 1999. **Select articles**

Portes, Alejandro, 'Globalisation from Below: The Rise of Transnational Communities', *Working Paper (WPTC-98-01) Transnational Communities Programme*, Oxford University.

<http://www.transcomm.ox.ac.uk/working%20papers/portes.pdf>

Mishra, Vijay, 'The Diasporic Imaginary: Theorising the Indian Diaspora', *Textual Practice*, Vol. 10, No.3, 1996, pp. 421-447.

Appadurai, Arjun, *Modernity at Large: Cultural Dimensions of Globalisation*, University of Minnesota Press, Minneapolis, 1996. **Select Chapters**

Hoerder, Dirk, *Cultures in Contact: World Migrations in the Second Millennium*, Duke University Press, Durham, 2002.

Paranjape, Makarand, (ed.) *In Diaspora: Theories, Histories, Text*, Indialog, Delhi, 2001.

II. Global Diasporas (1 Week)

To make the students familiar with other diasporic communities across the world an overview of 'worlds of Diaspora' will be provided in order to situate the South Asian Diaspora within the context of global diasporas.

Readings

Cohen, Robin, *Global Diasporas: An Introduction*, University of Washington Press, Seattle, 1997.

• *Routledge Diaspora Studies Reader*

III. Making and Mapping of South Asian Diaspora (2 Weeks)

The dispersal of South Asians can be traced back to the travels of cultural-religious emissaries and to the trading ventures of South Asians in Asia and other oceanic regions. However what makes the South Asian Diaspora, in its current definitional articulations, is the large scale immigration of Indians to work on colonial endeavours like plantation, construction, military and auxiliary services, and the post-colonial exodus of workers and professionals.

Readings.

Lal, Brij, V., Peter Reeves and Rajesh Rai, (eds.), The Encyclopedia of the Indian Diaspora, EDM, Singapore, 2007.

Petievich, Carla (ed.), The Expanding Landscape: South Asians and the Diaspora, Manohar, Delhi, 1999. Select articles

Bates, Crispin, (ed.) Community, Empire and Migration: South Asians in Diaspora, Orient Longman, New Delhi, 2003. Select articles

BBC Four Documentary, Coolies: How Britain Reinvented Slavery (Video resource)

IV. Culture and Identity (2 Weeks)

This course will explore the issues of Diasporic identity and culture in their dynamic multiplicity and deterritorialised fluid appropriations/articulations instead of monolithic portrayals. Interlinked binaries to be explored would be – 1) transplantation/transformation; and 2) persistence/accommodation and its imaginary/real articulations. This course will also observe the culture-identity dilemmas and negotiations of the second generation and twice displaced Diasporic subjects.

Readings:

Hall, Stuart, 'Cultural Identity and Diaspora' in Jonathan Rutherford (ed.), Identity: Community, Culture, Difference, Lawrence and Wishart, London, 1990. pp. 222-37.

Reddock, Rhoda, 'Jahaji Bhai: The Emergence of a Dougla Poetics in Trinidad and Tobago', Identities, Vol.5, No.4, 1999, pp. 569-601. (Dougla or Dogla is a Bhojpuri term often used with pejorative connotations about someone's parentage and it could be politely translated as hybrid)

Vertovec, Steven, The Hindu Diaspora: Comparative Patterns, Routledge, London, 2001.

Mohammed-Arif, Aminah, Salaam America: South Asian Muslims in New York, Anthem Press, London, 2002.

Dusenbery, Verne A., 'A Sikh Diaspora? Contested Identities and Constructed Realities' in Veer, Peter van der (ed.), Nation and Migration: The Politics of Space in South Asian Diaspora, University of Pennsylvania Press, Philadelphia, 1999, pp.17-42.

Purkayastha, Bandana, Negotiating Ethnicity: Second Generation South Asian Americans Traverse a Transnational World, Rutgers University Press, New Brunswick, 2005.

V. Gender and Diaspora (1 Week)

This course attempts to read the gendered narratives of South Asian Diaspora beyond the predictable counting of their loss (of self and social) and as an auxiliary of the larger male dominated Diasporic mediations. An attempt would be made to study the Diasporic women as agency and to celebrate their accomplishments but without discounting their dilemmas and discontents.

Readings.

Carter, Marina, Lakshmi's Legacy: The Testimonies of Indian Women in 19th Century Mauritius, Editions De L'Ocean Indien, Mauritius, 1994.

Rayaprol, Aparna, Negotiating Identities: Women in the Indian Diaspora, OUP, Delhi, 1997.

Puwar, N. and Parvati Raghuram, (eds.) South Asian Women in Diaspora, Berg, Oxford, 2003.

Bhachu, Parminder, 'New Cultural Forms and Transnational South Asian Women: Culture, Class and Consumption among South Asian Women in Diaspora' in Veer, Peter van der (ed.), Nation and Migration: The Politics of Space in South Asian Diaspora, University of Pennsylvania Press, Philadelphia, 1999, pp.222-244.

Dasgupta, Shamita Das, A Patchwork Shawl: Chronicles of South Asian Women in America, Rutgers University Press, New Brunswick, 1998.

Srinivasan, Priya, Sweating Sarees: Indian Dance as Transnational Labour, 2011

VI. Diaspora-Development-Diplomacy (2 Weeks)

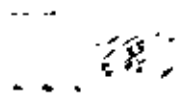
The concept of 'Home' occupies the central place in all Diasporic deliberations- be it imaginary or real. In this section we shall discuss 'home' for Diasporic subjects in its metaphoric and pragmatic meanings and the concept of 'coming home' in terms of continuing links of Diaspora with the homeland and the role of South Asian Diaspora in globalisation of economy and politics of religion. The course will also evaluate the responses from the 'home' in a historical setting.

Readings:

Rushdie, Salman, Imaginary Homelands: Essays and Criticism 1981-1991, Granta, 1992, pp. 9-21.

Lall, Marie, India's Missed Opportunity: India's Relationship with the Non-Resident Indians, Ashgate, Aldershot, 2001.

Bhatt, C. and P Mukta, (eds.) Hindutva Movements in the West: Resurgent Hinduism and the Politics of Diaspora, Special Issue of Ethnic and Racial Studies, Vol.23, No.3, 2000.



<http://www.moi.gov.in/> (Reports of Government of India and engagement with Diaspora, Pravasi Divas)

Mishra, Amit Kumar, *Diaspora, Development and the State, Roundtable* (Routledge) 2017

Prasad, Shundell, *Once More Removed: A Journey Back to India*, (Documentary, Video Resource)

VII. Representations (2 Weeks)

By reading through the literature, music, film, television and cybermedia of and for Diaspora, this course will discuss creative articulation of Diasporic self and space; desire, dilemmas, discontent and delight. It will use the genre of creative representation and productions of Diaspora to ascertain the extent to which these representations and productions collapse the distinction of home and abroad and create a new global-local South Asia. (list of literary texts and films will be given in class)

Readings:

Mishra, Vijay, *Literature of the Indian Diaspora: Theorising the Diasporic Imaginary*, Routledge, London, 2007.

Desai, Jigna, *Beyond Bollywood: The Cultural Politics of South Asian Diasporic Film*, Routledge, New York, 2003.

Niranjana, Tejaswini, *Mobilizing India: Women, Music, and Migration between India and Trinidad*, Duke University Press, Durham, 2006.

Diethrich, Gregory, 'Desi Music Vibes: The Performance of Indian Youth Culture in Chicago', *Asian Music*, Vol.31, No.1, 1999-2000, pp.35-61.

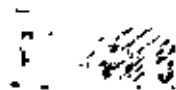
Dudrah, Rajinder Kumar, 'Drum 'n' dhol: British Bhangra Music and Diasporic South Asian Identity Formation', *European Journal of Cultural Studies*, Vol. 5, No.3, 2002, pp. 363-383.

Dudrah, Rajinder Kumar, 'Zee TV in Europe: Non-Terrestrial Television and the Construction of a Pan South Asian Identity', *Contemporary South Asia*, Vol11, No.1, 2002, pp.163-181.

Lal, Vinay, 'The Politics of History on the Internet: Cyber-Diasporic Hinduism and the North American Hindu Diaspora', *Diaspora*, Vol.8, No.2, 1999, pp.136-172.

Literary Texts

1. Giriraj Kishore, *Pahla Girmitya*, Rajkamal
2. Jhumpa Lahiri, *Namesake*
3. Peggy Mohan, *Jahajin*



4. Gauitra Bahadur, Coolie Women
5. Ramabai Espinet, Swinging Bridge
6. Padma Desai, Breaking Out

Films

1. Namesake
2. Provoked
3. One movie made by Bollywood film makers – Swadesh, Kabhi Khushi Kabhi Gham
4. Adhura Sapna (Made by Bimal Reddy from Fiji)
5. Documentary Series made MEA – Bridging Worlds

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, documentary/film shows, thematic discussions and presentations.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The core faculty has academic training in the field of transnational migration. Few guest lectures, from amongst the AUD faculty and/or scholars from outside the university, will also be organised.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

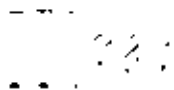
None

9. Assessment structure (modes and frequency of assessments)

The course will have three assessments:

- First assessment will be review of a film or novel related to the subject (15%) Due in 4th Week
- Second assessment will be presentation in class (20%) – students will explore a theme from the course, or some aspect of emigration process like Visa, or agencies involved with the process like India Centre for Migration; do some research on various aspects of the selected domain and make a presentation in class.

Due in 7th Week



- Third Assignment Term Paper Students will write a 2000 words term paper following standard protocols of writing. (25 %)

Due 10th Week

- Third and final assessment will be in class examination (40%)

At the end of the course

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	MA GS & US
Course Title	Approaches to Discourse Analysis
Course Code	SGA2EL402
Total Credits	4
Course type (core/compulsory/elective/any other – please specify)	Elective
Level (Pre-doctoral/MA/PG Diploma/Certificate/UG)	MA
Proposed date of launch	Winter Semester 2019
Course coordinator and team	Amol Padwad and Krishna K Dixit

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

This is an elective course intended at building a foundation for understanding discourses in general and disciplinary discourses in particular. It has overlaps with a course "Knowledge in Global Perspectives" offered in the first semester.

2. Specific requirement on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

No pre-requisites

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed): As per AUD norms

4. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

It is a Semester-long course and it will be offered in a blended mode incorporating seminars, workshops, and online support.

5. Proposed date of launch: Winter semester 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The primary aim of this course is developing critically thinking professionals, who are capable of analysing existing discourses and contribute creatively to the emergence of new discourses in the long run. It opens up a new of exploring the linguistically constructed human world. This course has close links with the courses offered in Global Studies and Urban Studies as it is focused on exploring discourses.

7. Course Details

a. Summary

Disciplinary discourses have a privileged position in the contemporary world as they offer a model of rationality and scientific perspectives. It is aimed at the demonstration of truth, empirical evidence and logic. It aims to offer an objective description of natural and social world. Disciplinary discourses are constructed anticipating all contrary reactions to claims made. It happens with a demonstration and display of familiarity with discourse practices of the disciplines – encoding ideas, employing warrants, and framing appropriate arguments in ways that potential audience find them convincing. Besides, the writers/professionals have to establish and convey credibility by establishing a professionally acceptable persona, which is solely contingent on familiarity and the use of discipline-specific discourse.

The aim of this course is to lead students towards exploring discourse in general and disciplinary discourses in particular. The focus is on developing language to formulate arguments drawing on experience and literature, galvanise support, resolve contradictions, negotiate disagreements through the use of certain rhetorical choices, language, syntax, and lexicon; and attempt the production of texts within the disciplinary domains. Further, the influence of politics and power of discourses on the construction, dissemination and cultivation of knowledge will be discussed for enabling critical thinking, a key ingredient in the formation of discourses. The course is built around academic corpora and several key texts listed under readings. The course focuses only on discourse formations from social sciences and humanities perspectives.

b. Objectives:

- i) Introduce various notions of discourse and different theoretical and analytical frameworks of discourse analysis
- ii) Enhance understanding about discourse and its role in the construction of disciplines
- iii) Develop the capacity to analyse, understand and use discourses of various kinds for a range of purposes and in a range of situations

c. Expected learning outcomes:

- Ability to understand the nature of varied discourses associated with different disciplines

- Awareness of inter-relationship between disciplines and discourses
- Use various discourse features in writing

d. Overall structure (course organisation, rational of organisation; outline of each module)

Module No.	Name of the module	Duration
1	Introduction to Discourse Analysis	Week 1
2	Discourse Analysis Frameworks and Approaches – I	Week 2 and 3
3	Discourse Analysis Frameworks and Approaches – II	Week 4, 5 and 6
4	Disciplines and Discourses	Week 7 and 8
5	Discourses in/of Interdisciplinarity	Week 9 and 10
6	Discourses in Operation and Operating in Discourses	Week 11 and 12

Module 1: Introduction to Discourse Analysis

The key themes explored in this module include notions of discourse, discourse as a practice versus discourse as a structure, and features of discourse. It will be followed by understanding discourse analysis process.

Core Readings:

Fairclough, N. (1992) *Discourse and Social Change*. Cambridge: Polity Press.

Gee, J. P. (2011) *How to Do Discourse Analysis*. Abingdon: Routledge.

Jørgensen, M. W. and L. J. Philips (2002) *Discourse Analysis as Theory and Method*. London: Sage. (Chapter 1 and 2).

Rapport, N. and M. Harris (2007) Discussion concerning Ways of Knowing. In M. Harris (Ed.) *Ways of Knowing: New Approaches in the Anthropology of Experience and Learning*. Oxford: Berghahn.

Selmbrouck, S. (2001) Explanation, interpretation and critique in the analysis of discourse. *Critique of Anthropology*, 21/1, 33-57.

Swales, J. (1990) *Genre Analysis*. Cambridge: Cambridge University Press. (Chapters 1 and 2)

Module 2: Discourse Analysis Frameworks and Approaches I

This module is focused on understanding discourse analysis. The frameworks emphasised include Speech Act Theory, linguistic anthropological approach, and discourse as institutionalised practice.

Core Readings:

Austin, J. L. (1962) *How to Do Things with Words*. Oxford: Oxford University Press.

Duranti, A. (2001) (Ed.) *Linguistic Anthropology: A Reader*. Oxford: Blackwell.

Jones, R. H. (2012) *Discourse Analysis*. London: Routledge. (Section A and B)

Module 3: Discourse Analysis Frameworks and Approaches II

In this module the frameworks – structuralist linguistic approaches to discourse analysis, genre and ideology, and post-structuralist approaches are explored.

Core Readings:

Bakhtin, M. M. (1986) *Speech Genre and Other Essays*. Austin: University of Texas Press.

Foucault, M. (1972) *The Archaeology of Knowledge*. New York: Pantheon Books. (Part II)

Laclau, E. and M. Chantal (1985) *Hegemony and Socialist Strategy: Towards a Radical Democratic Politics*. London: Verso.

Module 4: Disciplines and Discourses

In this module the emphasis is on understanding disciplines in terms of discourses. The key areas include comparison of discourses based on concepts and techniques, discursal properties, and role of discursal properties in disciplinary identity.

Core Readings:

Baynham, M. and Slembrouck, S. (1999) Speech representation and institutional discourse. *Text*, 19/4, 439-457.

Chomsky, N. (2000) *The Architecture of Language*. New Delhi: Oxford University Press.

Hall, S. (1997) (Ed.) *Representations*. New Delhi: Sage.

Schaffer, S. (2013) How Disciplines Look. In A. Barry and G. Born (Eds.) *Interdisciplinarity. Reconfiguration of Social and Natural Sciences*. London: Routledge

Module 5: Discourses in/of Interdisciplinarity

The key areas focused include interpretations of disciplines and its impact on discourses, comparative analysis of disciplinary and interdisciplinary discourses, sustained and lost disciplinary features in interdisciplinary discourses and specificities of interdisciplinary discourses.

Core Readings

Barry, A. and G. Born (2013) Introduction. In A. Barry and G. Born (Eds.) *Interdisciplinarity: Reconfiguration of Social and Natural Sciences*. London: Routledge.

Bourdieu, P. (1977) The Economics of Linguistic Exchanges. *Social Science Information*, 16/6, 645-688.

Said, E. (2001) *Orientalism*. New Delhi: Penguin.

Watson, R. (1997) Ethnomethodology and Textual Analysis. In D. Silverman (Ed.) *Qualitative Research: Theory, Method and Practice*. London: Sage.

Module 6: Discourses in Operation /Operating in Discourses

This module is centred around application of learning from the previous modules through analysis and writing. The key areas include identification of formal, structural and content features as well as discipline-specific characteristics of discourses.

Core Reading

Howarth, D. (2002) *Discourse*. New Delhi: Viva.

Supplementary Readings for the course:

Annemarie Mol (1999), 'Ontological Politics: A Word and Some Questions,' in: J. Law (ed.), *Actor Network Theory and After*, Blackwell, pp. 74-89.

Arun Agrawal (1995). 'Indigenous and Scientific Knowledge: Some Critical Comments'. *IK Monitor* 3(3), pp. 1-9.

Eagleton, T. (2005) *The Function of Criticism*. Kolkata: Seagull.

Ella Henry and Hone Pene. (2001). 'Kaupapa Māori: Locating indigenous ontology, epistemology and methodology in the academy,' *Organization*, 8(2), pp. 234-242.



Foucault, M. (1972) *The Archaeology of Knowledge*. New York: Pantheon Books.

Feyerabend, P. (1975). *Against Method. Outline of an Anarchistic Theory of Knowledge*, Humanities Press.

Pernau, M. and D. Sachsenmaier (2016) *Global Conceptual History: A Reader*. London: Bloomsbury

Povinelli, E. (2006) Intimate grammars: Anthropological and Psychoanalytic Accounts of Language, Gender, and Desire. In C. Jourdan and K. Tuite (Eds.) *Language, Culture and Society*. Cambridge: Cambridge University Press.

Richard Levins (1996). 'Ten Proposition on Science and Anti-science', *Social Text*, 46, pp. 101-111.

Salzmann, Z., J. M. Stanlaw and N. Adachi (2012) *Language, Culture and Society: An Introduction to Linguistic Anthropology*. New York: Westview (Chapter 11 "Culture as cognition, culture as categorization: Meaning and language in the conceptual world")

8. Pedagogy

a. Instructional strategies:

The course will be transacted in a non-didactic and interactive modality. The course will have regular face-to-face sessions, workshops, and seminars. These interactions would be continued in a blended mode.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom with audio-visual facilities

c. Expertise in AUD faculty or outside:

Expertise is available in AUD.

d. Linkages with external agencies (e.g. with field-based organizations, hospital; any others)

None

9. Assessment

i. Assignments	20%
ii. Project work (analytic writing) (20X2)	40%
iii. Final examination	40%

Signatures of Course Coordinator(s)

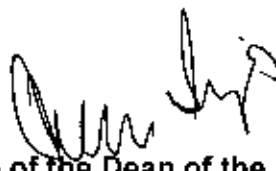
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Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme SCAP/SCPVCE/SCR of the primary school.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	MA Urban Studies
Course title	Urban Planning and Policy
Course code	SGA2US404
Credits	4
Course type (core/compulsory/optional/any other – please specify)	Core for MA-US, elective for other MA programmes
Level (Predoctoral/MA/PG Diploma/Certificate/UG)	MA
Course coordinator and team	Dr. Pritpal Randhawa (Coordinator), Dr. Rohit Negi and Dr. Rachna Mehra

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

The course is intended as one of the four core courses for the students of MA in Urban Studies. The School of Global Affairs (MA-US) course on 'Understanding the Urban' and the School of Human Ecology course on 'Urban Development and Environment' have a unit on planning and policy. Building on these units, this is an exclusive course on *Urban Planning and Policy* which focuses on the emergence of modern urban planning in the west and its imprints in India, pre and post Independence.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify): No requirement

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

The entire cohort of MA-US will enrol in the course, so the number of students from other programmes will have to be limited to 15.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course

5. Proposed date of launch: Winter 2019

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003

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second semester MA-US students as a compulsory core course. Urban planning and policy is one of the core concerns of the programme, which would enable an understanding of how urbanization is driven by state and non-state actors through a set of political tools and processes. The course would also contribute to AUD's thrust on sustainability and social justice.

7. Course Details:

a. Summary

The course is aimed at providing a critical perspective on the origins and trajectory of modern urban planning and policy in the West, and the ways in which it found expression in colonial and independent India. How were these policies and plans made, by whom, with what intent, and with what implications? Through this interrogation, the essential political nature of policy and planning processes would be unpacked. Here, the manifest shifts and continuities within city planning from colonial to neo liberal context in India would be covered at length. Thereafter, the institutions and knowledge tools that constitute the professional practice of policymaking and planning would be brought into discussion. This enquiry of how our cities have been imagined and shaped, from the historical to the contemporary, would be undertaken through an interdisciplinary scholarship, which would in effect offer a renewed lens to read urban space and urban life.

b. Objectives

- 1) To get a historical overview of modern city planning.
- 2) To understand urban planning and policy as a political process and how different actors, agencies and tools shape our cities.
- 3) To build a critical ability to analyse planning and policy processes and documents.
- 4) To build a comprehensive knowledge of the trajectory of urban policies and plans in India.

c. Overall structure:

This course is organized around five units.

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	Topic	Duration (week)
1.	Modern City Planning	3
2.	Urban Planning in Colonial India	2
3.	Urban Planning and Policy in Independent India	2.5
4.	Neoliberal Urban Planning and Policy in India	2.5
5.	Planning the Future City	2

d. Contents

I. Modern City Planning

This unit traces the key ideas and trajectory of modern urban planning in the West, which emerged through the 19th century as a response to the urban growth spurred by Industrial Revolution. It begins by tracing the key urban challenges of the 'factory town' in Europe and America, and the various ways in which these were sought to be addressed by the State and other actors. Here, some of the 'utopian' plans of an ideal city, as proposed, and occasionally put into practice, by figures such as Ebenezer Howard, Daniel Burnham, Haussman and Corbusier, would be discussed at length. It would be followed by a conversation on the context and content of the institutionalization of professional urban planning in the early 20th century, which was a means to regulate urban land use and services in the emergent 'city of commerce'. Some of the important critiques of modern urban planning, in its varied expressions across West and elsewhere, would then be brought into critical focus. Questions such as how democratic and inclusive were these plans and planning processes, and how public and private interest was defined and inscribed in these visions, would be deliberated upon.

Required Readings

Childe, G. V. (1950). Urban Revolution. *The Town Planning Review*, 21 (1), 3-17.

Warner S. B. (2011). Evolution and Transformation: The American Industrial Metropolis 1840-1941. In R. LeGates, & F. Stout (Eds), *The City Reader* (pp.55-63). London: Routledge.

Gallion, A. B. & Eisner, S. (1984). *The Urban Pattern: City Planning and Design*. Delhi: CBS Publisher and Distributers. (Chapter 6: The City of Contrast).

Fishman, R. (2016). Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd, and Le Corbusier. In S. S. Fainstein, & J. Defilippis (Eds), *Readings in Planning Theory* (pp. 23-50). USA: Wiley Blackwell.

Scott, J. (2016). Authoritarian High Modernism. In S. S. Fainstein, & J. Defilippis (Eds), *Readings in Planning Theory* (pp. 23-50). USA: Wiley Blackwell.

Jacob, J. (2016). Death and Life of Great American Cities. In S. S. Fainstein, & J. Defilippis (Eds), *Readings in Planning Theory* (pp. 23-50). USA: Wiley Blackwell.

Suggested Readings

Engles, F. (1872). *Housing Question*, marxist.org
(<https://www.marxists.org/archive/marx/works/1872/housing-question/>)

Relph, E. (1987). *The Modern Urban Landscape*, London: Routledge Revivals. (Chapter 4. Invention of Modern Urban Planning and Chapter 8: Planning the Segregated City)

Freestone, R. (2000). (Eds). *Urban Planning in a Changing World: The Twentieth Century Experience*, London: Routledge. (Chapter 1. Learning from Planning Histories and Chapter 2. The Centenary of Modern Planning by Peter Hall)

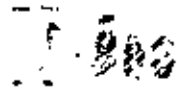
II. Urban Planning in Colonial India

This unit traces the ideas and forms of urban planning and policies introduced by the British in India as part of their project of colonial domination. From the 18th century onwards, the British began to organise urban spaces and governance in India in the shape of administrative capitals, cantonments, port towns, industrial and railway towns, and hill stations, as well as Municipalities in big and small towns. What were the guiding political, economic and civic intentions behind these interventions and what were its implications? This question will be explored at length through the case of a few Indian cities such as Calcutta, Delhi and Bombay. Herein, the institutionalisation of planning processes through the establishment of town planning institutions, civil works departments and engineering colleges and the introduction of tools such as statistics, census and surveys would also be brought to critical focus. Continuing the discussion of the last unit, the unit would further underscore the political nature of modern urban planning.

Required Readings

King, A. K. (1975). *Colonial Urban Development: Culture, Social Power and Environment*. (Chapter 8: Delhi: A Case Study in Colonial Urban Development)

Kidambi, P. (2007). *Making of an Indian Metropolis: Colonial Governance and Public Culture in Bombay*, London and New York: Routledge (Chapter 3: 'A Disease of Locality': Plague and the crisis of



'Sanitary Order' and Chapters 4: Reordering the City' The Bombay Improvement Trust)

Datta, P. (2012). Patrick Geddes and the Metropolis, NMML Occasional Paper, History and Society New Series 5, New Delhi.

Banga, I. (1991). *The City in Indian History: Urban Demography, Society, and Politics*, Delhi: Manohar Publication.

Gupta, N. (1997). *Delhi Between the two Empires*, Delhi: Oxford India Paperbacks.

Suggested Readings

King, A. K. (1990). *Urbanism, Colonialism, and the World-Economy: Cultural and Spatial Foundations of the World Urban System*, London and New York: Routledge.

Parpiani, M. (2012). Urban Planning in Bombay (1898-1928): Ambivalences, Inconsistencies and Struggles of the Colonial State. *Economic and Political Weekly*, 47 (28), 64-70.

Lewandowski, S. J. (1975). Urban Growth and Municipal Development in the Colonial City of Madras, 1860-1900. *Journal of Asian Studies*, 34 (2), 341-360.

Leonard, J. G. (1973). Urban Government under the Raj: A Case Study of Municipal Administration in Nineteenth-Century South India, *Modern Asian Studies*, 7 (2), 227-251.

III. Urban Planning and Policy in Independent India

This unit will critically unpack the trajectory of post colonial urban planning and policy in India from post Independence to early 1990s, by bringing into view some of the significant initiatives in this period and their wider implications on processes of urbanization. The unit will begin with a discussion on the creation of urban development authorities, town planning institutions and departments, and formulation of master plans for metropolitan cities. The planning and development of state capitals such Chandigarh, Bhubaneshwar, Gandhinagar and Bhopal would be further discussed. Regional planning and related initiatives will also be explored in detail through the case of National Capital Region (NCR). Here, the transformation of urban villages would also be brought to focus. Further, technical knowledge of urban planning tools such as land use plan, zoning, by-laws etc. would be dealt. The unit would conclude with a discussion on the empowerment of Urban Local Bodies through the 74th Constitutional Amendment.

Required Readings

Shaw, A. (1996). Urban Policy in Post-Independent India: An Appraisal. *Economic and Political Weekly*, 31(4), 224-228.

Nath, V. (1995). Planning for Delhi and National Capital Region: Review of Plan Formulation and Implementation, *Economic and Political Weekly*, 30 (35), 2191-2202.

Kalia, R. (2006) Modernism, modernization and post-colonial India: a reflective essay, *Planning Perspectives*, 21 (2), 133-156.

Soni, A. (2000) Urban Conquest of Outer Delhi: Beneficiaries, Intermediaries and Victims The Case of the Mehrauli Countryside, in Dupont, V., Tarlo, E. and Vital, D. (Eds) (2000). *Delhi: Urban Space and Human Destinies*, Delhi: Manohar Publishers and Distributors.

Glover, W (2012) The troubled passage from 'village communities' to planned new town developments in mid-twentieth-century South Asia, *Urban History*, 39 (1), 108-127

Sivaramakrishnan K C (2013) Revisiting the 74th Constitutional Amendment for Better Metropolitan Governance. *Economic and Political Weekly*, 48 (13), 86-94.

Suggested Readings

Wood, J. (1958). Development of Urban and Regional Planning in India, *Land Economics*, 34 (4), 310-315.

Ramachandran, R. (1989). *Urbanization and Urban Systems in India*, New Delhi: Oxford University Press.

Datta, A. and Jha, G. (1983). Delhi: Two decades of plan implementation. *Habitat International*, 7 (1-2), 37-45.

Routray, J K (1993). Urban and Regional Planning in Practice in India, *Habitat International*, 17(3), 55-74.

IV. Neo-liberal Urban Planning and Policy in India

This unit is concerned with the period of early 1990s to the present in India, which entailed a marked shift towards a neo liberal framework, including in urban planning and policies, such that now our cities are primarily imagined and developed as engines of economic growth. The unit will commence with a discussion on the concept of neo-liberal urbanism. Its key features would be elaborated through an examination of changes in urban housing, land and infrastructure, which have been facilitated through the introduction of new policies and legislations and abolition of earlier ones. Herein, the national urban 'renewal' and

'regeneration' programmes and other current urban policies would be discussed at length. The ways in which the Master Plans are being transformed into Vision Plans and national programmes and schemes operationalised through City Development Plans, would also be brought into focus. The unit will conclude by bringing into view the important changes being produced in the processes of urban planning and governance, particularly the role of urban local bodies.

Required reading

Brenner, N. & Theodore, N. (2002). Cities and the Geographies of "Actually Existing Neoliberalism". *Antipode*, 34 (3), 349-379.

Banerjee-Guha, S. (2009). Neoliberalising the 'Urban': New Geographies of power and injustice in Indian cities, *Economic and Political Weekly*, 44(22), 95-107.

Gururani, S. (2013). Flexible Planning: The Making of India's 'Millennium City,' Gurgaon. In Rademacher A. & Sivaramakrishnan K. (Eds.), *Ecologies of Urbanism in India: Metropolitan Civility and Sustainability* (pp. 119-144). Hong Kong: Hong Kong University Press.

Ghertner, D. A. (2015). *Rules by Aesthetics: World Class City Making in Delhi*. New Delhi. Oxford University Press.

Nallathiga, R (2009). From Master Plan to Vision Plan: The Changing Role of Plans and Plan Making in City Development (With reference to Mumbai). *Theoretical and Empirical Research in Urban Management*, 4(13), 141-157.

Chattopadhyay, S. (2017). Neoliberal Urban Transformations in Indian Cities: Paradoxes and Predicaments. *Progress in development studies*, 17 (4), 307-321.

Suggested reading

Meshram, D.S (2006). Interface between City Development Plans and Master Plans. *ITPI Journal*, 3(2): 1-9

Sami, N (2011), Political Economy of Urban Land in India, Background Paper for Land Acquisition, Land Markets and Regulations, India Urban Conference Mysore, Indian Institute of Human Settlements.

Pethe, et al. (2014). Re-thinking urban planning in India: Learning from the wedge between the de jure and de facto development in Mumbai, *Cities*, 39, 120-132.

V. Planning the Future City

This unit would illustrate some key and diverse imaginations of our future cities. It will begin with a discussion on smart city, which

promises to overcome the challenges of urbanization through capital intensive technology driven 'smart solutions'. By discussing the initiative of 100 resilient cities, the concept of resilient city would be examined. Drawing upon the cases from global North and South, newer approaches to urban planning with a pro poor and sustainability perspective would be brought to focus. The notion of common planning as a structural intervention, versus of just planning would be further addressed. The unit would conclude with a broader discussion on justice as an axis of urban policy and planning to improve the quality of life of all urban residents.

Required reading

Basu, I. (2019). Elite discourse coalitions and the governance of 'smart spaces': Politics, power and privilege in India's Smart Cities Mission. *Political Geography*, 68, 77-89.

Jabareen, Y. (2013). Planning the resilient city: Concepts and strategies for coping with climate change and environmental risk. *Cities*, 31, 220-231.

Campbell, S (1996). Green cities, growing cities, just cities?: Urban planning and the contradiction of Sustainable Development, *American Planning Association. Journal of the American Planning Association*, 62 (3), 296-312.

Fainstein, S. S. (2014). The Just City, *International Journal of Urban Sciences*, 18 (1), 1-18.

Marcuse, P. (2009). From Justice Planning to Commons Planning. In P. Marcuse, J. Connolly, J. Novy, I. Olivo, C. Potter, J. Steil (Eds.). *Searching for the Just City*. London: Routledge.

Suggested reading

Datta, A. (2018). The Digital Turn in Postcolonial Urbanism: Smart citizenship in the making of India's 100 smart cities. DOI: 10.1111/tran.12225

Freestone, R. (2000). *Urban Planning In a Changing World: The Twentieth Century Experience*. London: Routledge.

Mirafab, F. (2009). Insurgent Planning: Situating Radical Planning In the Global South, *Planning Theory*, 8 (1), 32-50.

Sangiuliano, M. (Unknown), Smart Cities and Gender: main arguments and dimensions for a promising research and policy development area, accessed from <https://www.ohchr.org/Documents/Issues/Women/WRGS/GenderDigital/MariaSangiuliano.pdf>

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, group readings and group discussions. In addition to academic readings, there will be substantial use of visual material in the class such as films, photographs, figures and maps etc. The course will use an online platform (Moodle) that enables students to track the course's progress and their own contributions.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The faculty team teaching the course has training in the field of Policy Studies, Urban Planning and History.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Special lectures by experts on town planning and policy will be organised. Also, experts from policy advocacy group will be invited for guest lectures to provide an alternative vision of urban planning and policy.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 40%).
- The mid semester assessment will be an individual project on policy appraisal (25%)
- The end semester assessment will consist of a final examination (35%).

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	MA Urban Studies
Course title	Urban Space and Experiences
Course code	SGA2US406
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for MA-US, elective for other MA programmes
Level (Predoctoral /MA / PG / Diploma / Certificate / UG)	MA
Course coordinator and team	Dr.Rachna Mehra (Coordinator), Divya Chopra (SDes)

- 1. Does the course connect to, build on or overlap with any other courses offered in AUD?**

The course is intended as one of four core courses for the students of MA in Urban Studies. Within AUD there are two other courses structured on similar themes: Reading the City (Dr. Divya Chopra, SDes), Sites of Reading and Writing: The City in/ and Literature (Dr.Anita Chenan, SCCE). Perhaps there may be some overlaps with these courses, but it will largely focus on the nuanced understanding of the tangible and intangible human experiences and interactions in an urban setting. It will serve as bridge between the phenomenological experience of the city and urban design.

- 2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify):** No requirement

- 3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):**

The entire cohort of MA-US will enroll in the course, so the number of students from other programmes will have to be limited to 15.

- 4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify):** Semester-long course

- 5. Proposed date of launch:** Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second semester MA-US students as a compulsory core course. The course will complement other core courses like Urban Planning and Policy taught in the same semester.

7. Course Details:

a. Summary

The aim of the course is to develop an experiential perspective on the urban, considering that it is the senses, relationships and ideas that co-produce cities. The opening vantage point the course takes is the place/space dialectic-how subjectivities related to the urban (place) are always related to and often in tension with the objective elements (space as commodity qua property). Urban 'place' and 'space' are often mistakenly used interchangeably. While the former is more concretely understood, it is difficult to grapple with the elusive and abstract idea of space. This understanding is further compounded with the emergence of notions embedded within "placeless" and "non places" where space spanning connections, flows of information and goods undermine the rootedness of a wide range of processes.

This course aims to grapple with the dilemma associated with movement of ideas, capital, goods and people that creates new dynamics in the morphology of cities giving rise to particular urban forms, which often remain antithetical to the utopian plan. In doing so, it will foreground issues related to contemporary urbanism along with social processes of accumulation, dispossession, gentrification, polarization and migration by linking space and place to the lived experience.

b. Objectives

- To develop an understanding of distinction between urban space and place
- To build analytical ability to theoretically grasp concrete concerns
- To strengthen training in field methodologies
- To build ability to read diverse material and express thoughts systematically

c. Overall structure:

This course is organized around six units.

	Topic	Duration
1.	City of Value: A Site for Utilitarian Productivity	3 weeks
2.	City of Difference	2.5 weeks
3.	Private Lives and Public Gaze	2.5 weeks
4.	Placemaking. Ordained by Design	2 weeks
5.	Sensorial City	2 weeks
6.	Virtually Present. Place, Space and Non Place	2 weeks

4. Contents

I. City of Value: A Site for Utilitarian Productivity

The Modern city is a byproduct of industrial capitalism and this module will explore the ongoing as well as constantly evolving impact of this process on the urban landscape by looking through the prism of 'spatial turn' in social theory. The lens of 'perceived' and 'conceived' spaces will be deployed to understand the spatial layout in a city and disentangle the economic, political and cultural impulse behind its planning which otherwise appears seamlessly intertwined. Space is not insulated from the effects of social dynamics that occurs in a temporal sphere. In fact, it responds to the necessities of a collective momentum which alters a given expanse in a specific way. The production of urban space as Harvey postulates does not ensue merely from inert wealth but it is a larger process which furthers the circulation of capital in varying forms to ensure a lasting influence. Hence space is a site for such complex articulations of social relations of production and reproduction which are marked by distinct ways of organizing material culture in a given milieu.

(The class will begin with a discussion on a newspaper report of contemporary importance relating to capitalism and its effect on urbanism for instance real estate investments, mortgage crisis etc. and then the issue will be probed further with the help of theoretical readings).

Required Readings

Harvey David (2006), 'Space as a keyword' in Spaces of Global Capitalism: Towards a Theory of Uneven Geographical Development (Verso Londres, pp.110-148)

Lefebvre Henri (1998) *The Production of Space*, trans. Donald Nicholson Smith (Oxford: Blackwell) (Chapter 2, *Social Space*: pp.68-168)

Saunders, Peter (2007), *Social Theory and the Urban Question* (London: Routledge) (pp.11-47, 110-148).

Suggested Readings:

Massey Doreen (2005), *For Space*, (London: Sage)

Soja Edward W., (1989) *Post Modern Geographies: The Reassertion of Space in Critical Social Theory* (London: Verso) (Chapter 3, pp.76-93).

Weber, R. 2002. "Extracting Value from the City: Neoliberalism and Urban Redevelopment." *Antipoda*. 34 (3): 519-540.

II. City of Difference

While on the one hand a city serves as a place of opportunity, mobility and accessibility, on the other it relegates a substantial segment of its populace to anonymity and oblivion. It is essential to locate the dynamics behind the formation of urban spatial relationship which may in effect reinforce, modify or exacerbate the difference between race, class, caste, religion and ethnicity in a region. In this context, neighbourhoods become an interesting site for study. How do people access housing in a specific neighbourhood? Who builds, finance and regulates the housing market? How does segregation take place and why are some groups more impacted by others? What shapes the affordability of neighbourhoods and how has all this changed over time? This section will explore these questions through an engagement with concepts such as gentrification, segregation, the distribution of housing and homelessness by placing class, caste, religious minorities and race in space.

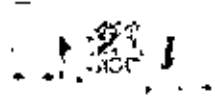
(In practise, the students will be asked to map out different kinds of residential/recreational/work zones created in the master plan etc. and bring out the inconsistencies by visiting those sites which invariably do not follow the pattern.)

Required Readings

Bois W.E.B. Du Bois (1899). *The Philadelphia Negro* (Philadelphia: University of Pennsylvania Press) (Ch 2 and 3).

Gupta Narayani and Partho Dutta (2018). *Urban Spaces in Modern India*, (IAS:Shilpa) (Ch7, pp.149-162).

Madanipour Ali, Goran Cars and Judith Allen (ed.) (1998) *Social Exclusion In European Cities: Processes, Experiences and Responses* (Routledge: New York) (pp.75-94, pp.279-288).



Taraporevala Persis and Rohit Negi (2018), 'Window to a South South World: Ordinary Gentrification and African Migrants in Delhi' in S Cornelis Y Mine, (ed.) Migration and Agency in a Globalising World (Palgrave:Macmillan) (pp.209-230).

Kirmani Nida (2016), Questioning the 'Muslim Woman': Identity and Insecurity in an Urban Indian Locality (Religion and Citizenship) (Routledge: India) (pp.30-83)

Srivastava Sanjay (2015), Entangled Urbanism: Slum, Gated Communities and Shopping Mall in Delhi and Gurgaon, (Delhi:OUP) (Ch 2 and 8).

Suggested Readings

Lee Harper (1960), To kill a Mocking Bird.

Mahadevia Darshini (2007) A City with many borders, Beyond Ghettoization in Ahmedabad, in Annapurna Shaw (ed.) Indian Cities in Transition (Hyderabad: Orient Longman) (pp.347-366).

Bhan Gautam (et al) (2016), In the Public's Interest: Evictions, Citizenship and Inequality in Contemporary Delhi (University of Georgia Press) (pp.44-145).

III, Private Lives and Public Gaze: Gendered experiences, inclusion and exclusion in civic spaces

Public space is both reflective and constitutive of social relations and it produces an unstated code of conduct implying that there are gendered ways of being in a specific place. The differential engagement and expectation of behavior from men, women, LGBT groups create an uneven access to a so called 'public' realm which inhibits the different kinds of groups to occupy open spaces. There are subversive ways in which marginalization from these spaces are being challenged in order to reclaim them for the purpose they actually intended to serve.

(The students can interview people from different ethnicities, orientations and background to understand the varied experiences of navigating the city through the known tropes of feeling safe/accepted/indifferent in a city).

Required Readings

Anderson Elijah (1999), Code of the Street Decency, Violence and the Moral Life in the Inner City

Certeau, Michel 1984 The Practice of Everyday Life, (translated by Steven Rendall), (Berkeley and Los Angeles: University of California) (pp.91-130).

Chakravarti S and R Negi(ed.) (2016) Space, Planning and Everyday Contestations in Delhi, (Springer) (pp.21-34, pp.137-162).

Ghai Anita (2015), Rethinking Disability in India, (Routledge) (chapter 2, pp.20-71).

Harvey David, (1989) *The Urban Experience* (Oxford: Basil Blackwell) (Chapter 1 and 2)

Massey, D. (1994) "A Global Sense of Place." *Space, Place and Gender*. (Minneapolis: UMP) (Chapter 6 and 8)

Revathy A. (2010), (translated by V. Geetha) *The Truth about Me. A Hijra Life Story*, (Penguin)

Suggested Readings

Tonkiss, F. 2005. "Embodied Spaces. Gender, Sexuality and the City." In *Space, the City and Social Theory*. Malden, MA: Polity Press. (pp. 94-112).

Phadke Shilpa (2013), *Unfriendly Bodies, Hostile Cities: Reflections on Loitering and Gendered Public Space*, *EPW* 48:39 (pp.50-58).

IV. Placemaking: Ordained by Design

Urban design encompasses the need to ensure harmonious interaction between natural and built environment of space through art, aesthetics and architecture. The urban form and experience are mutually interrelated as form is created for experience and experience is reified by form. The organic and the grid structure have influenced the theories that inform the image of the city. Placemaking involves planning, design, management and programming of public spaces rooted in community response (the primary stakeholder) whose participation is needed to shape the public realm in order to realize maximize shared value. The premise which underpins designing important public spaces like parks, plazas, streets, roads and sidewalks is that that they are user friendly and safe. In the case of roads, the knowledge of traffic volume then becomes the basic input required for planning, analysis and operation of roadway systems and for creating spaces for motorized/non motorized and pedestrian users.

Although streets, sidewalks and roadside pathways are meant for pedestrian mobility, they inevitably become spaces for socialization, interaction and informal petty business transactions catering to human needs. The challenge for the urban designer is to plan the limited space in a flexible way that it remains accessible to the two sets of users whose interest are not necessarily antagonistic to each other.

(Interaction with Urban Design scholars and architects will be facilitated to understand various cartographic and social design practices. The students will also be asked to read and engage with *Street Vendors Act* etc. to understand the inconspicuous relationship between the state and the petty shopkeepers).

Required reading

Arefi Mahyer (2014), *Deconstructing Placemaking: Needs, Opportunities and Assets* (London and New York, Routledge) (pp.3-60).

Bacon Edmund (1976), *Design of Cities*, (New York: Penguin) (Chapter 2).

Gilham Oliver (2009) *Urban Design for an Urban Century: Placemaking for People* (Hoboken NJ: Wiley) (pp.271-289).

Donald Elizabeth and Michael Larice (2011), *The Urban Design Reader*, (London and New York: Routledge)

Jane Jacobs (1961), "The Uses of Sidewalks. Safety", from *The Death and Life of the Great American Cities* (Chapter 2).

Lynch Kevin (1960), *The Image of a City* (MIT) (pp.91-117).

Suggested reading

Banerjee Sarnath (2004) *Corridor: A Graphic Novel* (Penguin)

Bossleman Peter (2008), *Urban Transformation: Understanding City Form and Design*, (Washington DC Island Press) (pp.141-192).

Hall T Edward (1959), *The Silent Language*, (New York Doubleday)

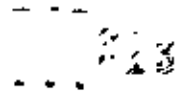
V. Sensorial City

While Urban Design appeals to the visual sensibilities of the city dwellers, the olfactory (smells) and auditive (sounds) perception and indulgence in gastronomic delight enhances the sensorial and ineffable experience in a city. The way one navigates a city is a process of familiarizing oneself to the movements and rhythms of everyday life with its ebb and flows. This serves as an invisible marker which differentiates areas which are popular and often visited from those which are circumvented for the obvious reasons of stench and filth. There is a growing literature on mapping smell and sounds which provide insights into social life of neighbourhoods with diverse socio economic status.

(A walk will be organized for students through certain parts of the city which will make them aware of the different kinds of smells and sounds in a space which are otherwise taken for granted. They will be asked to observe experience and make smell and sound/silence notes).

Required Readings

Edensor, Tim (ed.) (2010) *Geographies of Rhythm: Nature, Place, Mobilities and Bodies* (Aldershot UK: Ashgate) (pp.1-20)



Henshaw Urban Smellscapes, (2013) *Understanding and Designing City Smell Environments*, (London and New York: Routledge) (chapter 3, 4 and 8).

Howes David (2005) "Architecture of the Senses" in Mirko Zardini (ed. *Sense of the City. an Alternate Approach to Urbanism*, Montreal: Canadian Centre for Architecture and Lars Muller Publishers). (pp 14-33, 332-350)

Kapoor Shivani (2018), "Your Mother, You Bury Her: Caste Carcass and Politics in Contemporary India" *Pakistan Journal of Historical Studies*, Indiana University Press (Vol 3, Number 1, pp.5-30)

Krondele Micael (2008), *The Rise and Fall of Three Great Cities of Spice*, (Ballentine Books) (pp.3-26).

Mc Cartney, Andra (2013), "Soundwalking Interactions", in Sumanth Gopinath and Jason Stanyek (eds.) *The Oxford Mobile Music Studies*, (Oxford: OUP)

Suggested Readings

Misra Pankaj (2006) *Butter Chicken in Ludhiana: Travels in Small Towns*, India (Penguin: Delhi)

Divkaruni Banerjee Chitra (1997), *The Mistress of Spices* (Doubleday).

Taneja Anand Vivek (2018), *Time, Islam and Ecological Thought in Medieval Ruins of Delhi* (California: Stanford University Press)

Trueback Amy (2009), *The Taste of Place: A Cultural Journey into Terroir* (University of California Press)

<https://www.101india.com/travel-food/i-went-djinn-walk-through-ruins-feroz-shah-kotla-delhi>

6. Virtually Present: Place, Space and Non place

In the age of information, technology and knowledge economy, Manuel Castells' distinction between "space of places" (conventional physical space) and "space of flows" (information and ideas) is an important intervention in analyzing urbanism today. The internal structure, system and network of cities have been profoundly affected by the transportation and communication technologies of its times as well as its interlinking to a global scale. However, the recent development in digital communications has inverted the direct interaction to faceless contact which is rightly described as "network society" further leading to the emergence of hubs like cybercity. Auge's concept of 'Supermodernity' is another interesting lens through which one will peep into the cityscape.

Required reading

Auge Marc (2009), *Non Places: An Introduction to Super Modernity* (Verso: NewYork) (pp.75-115)

Castells Manuel (2011) *The Rise of the Network Society* (Wiley Blackwell) (chapter 3)

Sassen Saskia (1991) *The Global City: New York, London, Tokyo* (Princeton University Press) (Chapter 6)

Suggested reading

Sundaram Ravi (2010), *Pirate Modernity: Delhi's Media Urbanism* (Routledge) (pp.1-66).

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures and tutorials.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The faculty team teaching the course has training in the field of History and Architecture.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

None.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Essay of 3000 words (30%) Students will be assessed on the basis of their engagement with the educational resources.
- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (30%).
- The third assessment will consist of a final examination (40%).

Signature of Course Coordinator(s)

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Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School

Ambedkar University Delhi
Proposal for Launch of a Course .

(To be approved by the Board of Studies and the Academic Council)

School/Centre proposing the course	School of Global Affairs
Programme(s)	MA Urban Studies
Course title	Urban Environment and Ecology
Course code	SGA2US405
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core for MA-US, elective for other MA programmes
Level (Predoctoral / MA / PG / Diploma/ Certificate / UG)	MA
Course coordinator and team	Dr. Rohit Negi (Coordinator), Dr. Pritpal Randhawa

1. **Does the course connect to, build on or overlap with any other courses offered in AUD?**

The course is intended as one of four core courses for the students of MA in Urban Studies. There are a few courses in the School of Human Ecology ('Urban Development and Environment'—a broad survey course of the field—, and to a lesser extent, 'Restoration Ecology') which approach similar issues, though with different emphasis. The proposed MA-US course has some overlap with these courses, but it is the only course that is exclusively about the environmental concerns in urban contexts.

2. **Specific requirements on the part of students who can be admitted to this course:** (Pre requisites; prior knowledge level; any others – please specify): No requirement
3. **No. of students to be admitted (with justification if lower than usual cohort size is proposed):**
- The entire cohort of MA-US will enroll in the course, so the number of students from other programmes will have to be limited to 15.
4. **Course scheduling:** (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course
5. **Proposed date of launch:** Winter 2019

6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The course will be offered to second semester MA-US students as a compulsory core course. Ecology is one of the foundational concerns of the programme, and is key to its conceptualisation of 'the urban'. Moreover, AUD too has at its core a concern with sustainability, which this course hopes to further in a systematic manner.

7. Course Details:

a. Summary

The goal of the course is to ground students in the basic concepts, debates, issues, and methodologies in urban environment and ecology. From considering urban areas as 'ecological deserts', there has been a distinctive urban turn in ecology—scholars now attend to the resilience of particular ecological agents, as they realise that these phenomena are likely to multiply in intensity as the planet urbanises further. Similarly, there is a vibrant debate on the causes of and necessary interventions related to the environmental preconditions and effects of urbanisation, including land cover change, resource provisioning, urban heat islands, water and air pollution, and the treatment of solid waste and wastewater. This course offers students the vocabulary to grasp these concerns and builds engagement towards creative interventions.

b. Objectives

- To develop an understanding of urban environmental and ecological issues
- To build the analytical ability to grasp concrete concerns
- To strengthen training in field methodologies
- To build ability to read diverse material and express thoughts systematically

c. Overall structure:

This course is organized around five units, excluding an introductory module.

d. Contents

#	Topic	Duration
1	Urban Ecology	2 weeks
2	Metabolism and Pollution	3 weeks
3	Environmental Governance	2 weeks
4	Urban dimensions of global warming	2 weeks
5	Urban environmental justice	3 weeks

i Urban Ecology

The opening unit considers the relations between humans and non-human elements within the urban context. After an introduction to basic concepts in ecology, the implications of urbanisation on the latter will be analysed using concepts such as the ecological gradient, habitat fragmentation, island biogeography, and biotic homogenisation. The dynamic relations between society and ecology will be further conceptualised through introduction of what is known as transspecies theory, or the recognition of the criticality and agency of the non-human in shaping urban formations. This first substantive module is intended to develop an ecological perspective, which is weakly developed in extant urban theory and planning.

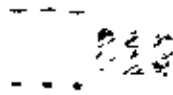
Required Readings

Biehler, D.D. (2013) *Pests in the city: flies, bedbugs, cockroaches, and rats*. Washington: University of Washington Press. Ch 3

Ernstson, H (n.d.) Re-translating nature in post-apartheid Cape Town: the material semiotics of people and plants at Bottom road. In Heeks, R (ed.) Conference on 'Understanding Development through ANT'. LSE.

McKinney, M. L. (2008) Effects of urbanization on species richness: a review of plants and animals. *Urban Ecosystems* 11(2): 161-176.

Hagerman, C. (2007) Shaping neighborhoods and nature: Urban political ecologies of urban waterfront transformations in Portland, Oregon. *Cities* 24(4): 285-297.



Interview with urban ecologist Harini Nagendra, available at <https://www.currentconservation.org/issues/an-interview-with-harini-nagendra/>

Suggested Readings:

Niemelä, J. (2014) "Ecology of urban green spaces: The way forward in answering major research questions." *Landscape and Urban Planning*.

Lawhon M, Ernston, H and Silver, J (2014) Provincializing urban political ecology: Towards a situated UPE through African urbanism. *Antipode* 46(2): 497-516

ii. Metabolism and Pollution

The predominant focus of twentieth-century urban theory has been its sociological dimension. Lately, however, there has been a foregrounding of the materiality of urbanisation, that is, the flow of resources (water, food etc) into the city, their use, and the inevitable generation of waste. Among other things, the chemistry of these materials undergoes a transformation as a result of the urban process. Many of these reconfigurations are in turn deleterious to human and ecological health, including waste water, toxic air, and degraded soil. This unit will take a closer look at metabolic thinking, and build knowledge of the causes as well as the political economy of waste and pollution.

Required Readings

Corwin, J. E. (2018). "Nothing is useless in nature": Delhi's repair economies and value-creation in an electronics "waste" sector. *Environment and Planning A: Economy and Space*, 50(1), 14-30.
Cousins, JJ and JP Newell. (2015). A political-industrial ecology of water supply infrastructure for Los Angeles. *Geoforum* 58: 38-50.
Gandy, M. (2004). Rethinking urban metabolism: water, space and the modern city. *City*, 8(3), 363-379.

Graham, Stephen. 2015. "Life Support: The Political Ecology of Urban Air." *City* 19, no. 2-3: 192-215.

Sharan A (2014) *In the City, Out of Place: Nuisance, Pollution and Dwelling in Delhi, c. 1850-2000*. Delhi: Oxford University Press. Ch 4

Suggested Readings

Demaria, F., & Schindler, S. (2016). Contesting urban metabolism: Struggles over waste-to-energy in Delhi, India. *Antipode*, 48(2), 293-313.

Choy T (2011) *Ecologies of Comparison: An Ethnography of Endangerment in Hong Kong*. Durham: Duke University Press. Ch 6

iii. Environmental Governance

The changing relations between humans and non-humans, including those that play out in urban regions, do so within specific legal/administrative contexts. Moreover, these logics and mechanisms of governance are as often borne out of specificities as they do on account of global political economic and regulatory shifts. This unit will cover the relevant laws, regulations, and the larger philosophies through which urban environments are governed. The respective roles of the state at different scales and the market will also be explored.

Required Readings

Grimm, N.B et al (2008) Global change and the ecology of cities. *Science* 319 (5864): 756-760.

Zelderman A (2013) Living dangerously: biopolitics and urban citizenship in Bogota, Colombia. *American Ethnologist* 40(1): 71-87.

Heynen, N. and P. Robbins (2005). "The neoliberalization of nature: Governance, privatization, enclosure and valuation." *Capitalism Nature Socialism* 16(1): 5-8.

Whitehead, Mark. 2011. *State, Science and the Skies: Governmentalities of the British Atmosphere*. Chichester: Wiley-Blackwell, Ch 2 and 3 .

Suggested Readings

Mansfield, B. (2009). *Privatization: property and the remaking of nature-society relations*, John Wiley & Sons.

Budd L, Bell M and Brown T (2009) Of plagues, planes and politics: controlling the global spread of infectious diseases by air. *Political Geography* 28(7): 426-435

iv. Urban Dimensions of Global Warming

There is today consensus on both the fact and the emergent consequences of global warming. Given that the urban process demands resources from afar and brings in vast regions within its metabolism, scholars now attend to the urban not only as a contributor to climate change but also as the arena where many of its impacts are likely to play out in the future. Some of these include intensive heat episodes, floods, and changed ecosystem dynamics. This unit will critically examine this turn to the urban in climate studies, asking what stakes does the urban have in global warming, and what kinds of adaptive mechanisms are being adopted globally towards mitigation?

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Required reading

Broto, VC and H. Bulkeley (2013) A survey of urban climate change experiments in 100 cities. *Global Environmental Change*, 23(1): 92-102.

Klinenberg, E (2015). *Heat wave: a social autopsy of disaster in Chicago*. University of Chicago Press. Ch 2, 3 and conclusion.

Rosenzweig, C et al (2011) *Climate change and cities: First assessment report of the Urban Climate Change Research Network*. Cambridge: Cambridge University Press.

Tyler, S and M Moench (2012) A framework for urban climate resilience. *Climate and Development*, 4(4): 311-326.

Suggested reading

Bulkeley, H. and M. Betsill (2005) Rethinking sustainable cities: multilevel governance and the 'urban' politics of climate change. *Environmental Politics*, 14(1): 42-63.

Ahmedabad Municipal Corporation (2018). Ahmedabad Heat Action Plan 2018. Available from <https://www.nrdc.org/sites/default/files/ahmedabad-heat-action-plan-2018.pdf>.

v. Urban Environmental Justice

As the preceding units have shown, urban areas are zones of environmental risk. However, the risk is not spread uniformly across space or social groups. There are zones of heightened vulnerability on account of political economy and historical forms of marginalisation. Thousands of people must therefore contend with these risks on an everyday basis. In doing so, they form rich knowledges and develop ways to live with toxicity—whether or not these means are objectively adequate is an empirical question. In many instances, collectives emerge around specific environmental concerns—whether toxic air, polluted water, or industrial pollution—which aim to bring individual and neighborhood issues into the public domain, demanding action from the state. These together form what has been termed the urban environmental justice movements. This unit will consider the everyday politics as well as the larger mobilisations that result from people's intimate relations with toxicity.

Required reading

Auyero, J and D Swistun. 2007. Confused because Exposed: Towards an Ethnography of Environmental Suffering. *Ethnography* 8 (2): 123-44.

Lora-Wainwright, A (2013). The Inadequate Life: Rural Industrial Pollution and Lay Epidemiology in China. *The China Quarterly* 214 (2): 302-320.

Petryna, A (2013). *Life Exposed: Biological Citizens after Chernobyl*. Princeton, NJ: Princeton University Press. Ch 4 and 5

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Shapiro, N (2015). Attuning to the Chemosphere: Domestic Formaldehyde, Bodily Reasoning, and the Chemical Sublime. *Cultural Anthropology* 30(3). 368-93.

Truelove, Y (2011). (Re-)Conceptualizing Water Inequality in Delhi, India through a Feminist Political Ecology Framework. *Geoforum* 42(2): 143-152.

Suggested reading

Fortun, Kim, et al. 2016. "Pushback: Critical Data Designers and Pollution Politics." *Big Data & Society* 3, no. 2: 1-14.

Solomon, H. 2016. *Metabolic living: food, fat and the absorption of illness in India*. Durham: Duke University Press. Ch 4

Zhang, Joy Yueyue, and Michael Barr. 2013. *Green Politics in China: Environmental Governance and State-society Relations*. London: Pluto Press.

8. Pedagogy:

a. Instructional design

The course will be a combination of lectures, tutorials and field-based learning. The course will use an online platform (Google Classroom) that enables students to track the course's progress and their own contributions.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify)

None

c. Expertise in AUD faculty or outside

The faculty team teaching the course has training in the field Political Ecology, Urban Planning and Science Studies.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

Special lectures by advocates and experts in the civil society will be organised. Part of the course will be transacted in the field, for which external expertise will be called upon.

9. Assessment structure (modes and frequency of assessments)

The course will have three types of assessment situations.

- Students will be assessed in continuous assessment mode on the basis of their engagement with the educational resources. This involves in-class quizzes and short response notes (combined: 40%)

- The second assessment will involve field-based exercises in the form of photo-voice/story and/or presentations (25%).
- The third assessment will consist of a final examination (35%).

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.
3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.



Signature of the Dean of the School


School of Global Affairs
Ambedkar University Delhi
Proposal for Launch of a Course

School/Centre proposing the course	School of Global Studies
Programme(s)	MA Urban Studies
Course title	Research Methods - 2
Course code	SGA2US403
Credits	4
Course type (core / compulsory / optional / any other – please specify)	Core
Level (Predoctoral / MA / PG Diploma / Certificate / UG)	MA
Course coordinator and team	Dr. Partha Saha (coordinator), Prof N. Nakkeeran

1. Does the course connect to, build on or overlap with any other courses offered in AUD?

Since it is a research methodology course, there might be some overlap with other research methodology courses offered in AUD, but while developing this course, specific requirements of urban studies programme have been kept in mind. The overlaps will be limited, and primarily in the realms of fundamentals of quantitative and qualitative research methods. However, the delivery of this course will broadly be in the context of urbanization and various issues around the process of urbanization.

2. Specific requirements on the part of students who can be admitted to this course: (Pre requisites; prior knowledge level; any others – please specify):

Research Methods – 1

3. No. of students to be admitted (with justification if lower than usual cohort size is proposed):

Core course and therefore it depends on the class strength. Usual AUD norms related to class size should be applicable to this course as well.

4. Course scheduling: (summer/winter course; semester-long course; half-semester course; workshop mode; seminar mode; any other – please specify): Semester-long course (Winter Semester).

5. Proposed date of launch: Winter Semester, 2019.

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6. How does the course link with the vision of AUD and the specific programme(s) where it is being offered?

The aim of the course is to foreground a range of relevant topics in both quantitative and qualitative research methods which will help in understanding theoretical concepts introduced in other courses under urban studies programme. The topics will try and capture most recent issues discussed, and methods applied in urban studies.

7. Course Details.

a. Summary:

This course will build upon the topics covered in Research Methods 1 to provide students with an in-depth understanding of study design as well as the tools and techniques of qualitative research methods, data collection and data analysis. They will also be familiarized with working with data in worksheets and qualitative data software. Classroom teaching will be supported by group activities and empirical exercises.

At the end of the course, students will be able to develop robust study designs around specific research themes and questions relevant to urban studies. They will also become familiar with different data sources and will be equipped to use data for qualitative and quantitative research. Pedagogically, this course will focus on group activities, and empirical exercises as direct application of theories discussed in the class.

b. Objectives

This course will help students to develop an in-depth understanding of various tools and techniques of both qualitative and quantitative research methods, data collection, conducting Focused Group Discussions, and both qualitative and quantitative data analysis. They will also be familiarized with working with data in worksheets and qualitative data software. Classroom teaching will be supported by group activities and empirical exercises. In this course, due attention will be given to reflectivity, reflexivity and ethics.

In a nutshell, at the end of this course, students are expected to have confidence in carrying out both qualitative and quantitative research studies including while working on their MA Dissertation.

c. Overall structure:

The course, composed of twelve modules, six of which will focus into quantitative research methods, and the remaining six will focus on the qualitative dimensions of research. Starting from the elucidation of the relevant concepts and methods, the course will explore various tools and techniques applied in research related to urban studies. The course will promote group work, and practical application of tools and techniques discussed in the class.

d. Contents:

Module#	Topic
1	Introduction to Database
2	Tabulation and graphical representation of data
3	Measures of Central Tendency
4	Measures of Dispersion
5	Index Numbers
6	Measuring Poverty & Inequality
7	Preparation of data collection tools: Questionnaires, Interview schedules and Interview guides
8	Data collection methods: In-depth Interview, FGD
9	Data collection methods: Ethnography
10	Data collection methods: Rapid appraisal techniques
11	Rigor and quality in qualitative research; reflectivity and reflexivity; ethics
12	Analysis of qualitative data; Introduction to qualitative data analysis software

About the modules and indicative reading list:

• *Module 1*

This module will introduce students to some of the Important data bases (Census and National Sample Survey In particular), their concepts and definitions, methodologies adopted and changes over time, their limitations (if any), and explore possibilities of improvement (using secondary literature). In this module, an attempt will be made to make a comparative analysis of similar kinds of large data bases In some other countries (South Asian countries in particular) and also data bases maintained by international organizations.

- Census of India Website and Reports: Concepts and Definition, Selective Indicators
- National Sample Survey: Various Reports
- Other data bases (based on accessibility)

• *Modules 2 – 5*

In today's globalized and increasingly connected world where accessibility of information does not pose much of a problem, the real challenge is how to analyze different information in specific contexts. This module will introduce students to some of the basic and fundamental techniques of exploring and analyzing quantitative information and their applications in different contexts. This module will include graphical presentation of data, measures of central tendency, measures of dispersion, index construction, and sampling techniques.

- *Statistics in Social Sciences: Current Methodological Developments – S Kolenkov, D Steinley, L Thombs (eds)*
- *Elementary Statistics – Neil A Weiss*
- *Straightforward Statistics: Understanding the Tools of Research – G Geher and S Hall*
- *Feminist Research Practice: A Primer – Sharlene J, Hesse Biber (eds)*

• *Module 6*

With growing inequality in different forms and continuation of abject poverty around the world, eliminating poverty and inequality are the fundamental challenges faced by policy makers around the world. In order to address them, it is important to understand what do we mean by poverty and inequality and what are their different forms. Poverty has several dimensions, and inequality manifests itself in different ways. There are different measures of poverty and inequality, and each measure has its own policy implication. This module will examine the interconnections between different measures in case of both poverty and inequality, review their conceptualizations and methods of estimations, their limitations, and explore outcomes of different targeted interventions.

- *Development Economics, Debraj Roy, OUP*

• *Module 7*

Every research method has its respective tool for data collection, which includes interview schedule, questionnaire, interview guide, discussion guide, checklists and log. Familiarity with some of the thumb rules and principles underlying preparation of these tools is essential to undertake research effectively and efficiently. This will require knowledge of types of data that will get collected, types of variables, kind of analysis that will follow, directed vs. non-directed questioning, sequencing of questions, phrasing the questions, probing, filters/skips, potential kinds of errors in data collection, metadata and code definitions etc as well as familiarity with online platforms for preparation and canvassing interviews.

- Bell, J., Waters, S., & Ebooks Corporation. (2014). Chapter 8: Designing and Administering Questionnaires .in *Doing your research project. A guide for first-time researchers* (Sixth ed.). Maidenhead, Berkshire: Open University Press.
http://elearning.cfl.udn.vn/home/esp/pluginfile.php/3274/mod_resource/content/1/Judith%20Bell%20-%20Doing_Your_Research_Project.pdf
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed.). Los Angeles: Sage
- Jane Agee (2009) Developing qualitative research questions: a reflective process, *International Journal of Qualitative Studies in Education*, 22:4, 431-447, DOI: 10.1080/09518390902736512
- Magana, Alejandra: Qualitative Interviewing, —
http://web.ics.purdue.edu/~admagana/CMaps/ResearchMethods/7qualitative_interviewing.pdf
- National buildings organization, Govt of India., "Formats & Guidelines for Survey and Preparation of Slum, Household and Livelihood Profiles of Cities/Town", Government of India, Ministry of housing and urban poverty alleviation, National buildings organization.
<http://nbo.nic.in/images/pdf/surveyguideline.pdf>
- Registrar General of India, Instruction manual for houselisting and housing census <http://censusindia.gov.in/2011-Documents/Houselisting%20English.pdf>
- Registrar General of India, House listing schedule <http://censusindia.gov.in/2011-Schedule/Shedules/Houselist%20English.pdf>
- Registrar General of India, Household Schedule, http://censusindia.gov.in/2011-Schedule/Shedules/English_Household_schedule.pdf

- **Module 8**

In-depth interview and focus group discussions (FGD) are two most commonly used qualitative data collection methods, especially in fields depending on empirical data for research. They can be used as stand-alone methods or as part of composite methods like case study and ethnography. Apart from emphasizing procedural aspects of conducting an in-depth interview and FGD, they more importantly involve learning about reflexive, ethics and sensibilities involved and strategies necessary to empower the study participants, gain acceptance, to build rapport and to maintain transparency and reflectiveness. It is also important to emphasize the difference between interviews that 'excavate facts' and those help to capture 'subjective experience of participants'.

- David L. Morgan: Portland State University, Focus Groups As Qualitative Research
- Erving Goffman: The presentation of self in everyday life (Selected extracts – Co-presence and Metaphors for social interaction)
- Finch and Lewis, "Focus Groups" in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*

- Jane Agee. Developing qualitative research questions: a reflective process, *International Journal of Qualitative Studies in Education*, 2009, 22:4, 431-447, DOI: 10.1080/09518390902736512
- Legard, Keegan and Ward "In-depth Interviews" in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*
- Magana, Alejandra: Qualitative Interviewing, http://web.ics.purdue.edu/~admagana/CMaps/ResearchMethods/7qualitative_interviewing.pdf
- Denzin, N., The reflexive interview and a performative social science
- Patton, M.Q. Chapter 7: Qualitative Interviewing. In *Qualitative research and Evaluation Methods*. Third Edition. Sage Publications, Inc. 2002

- *Module 9*

This module will introduce ethnography as a process and product of research. Ethnography as a process involves a long period of intimate and holistic study of a small well defined community and involves prolonged fact-to-face interaction. Apart from studying a community located in a place, an ethnographer may instead follow a group of people, a particular process or even material objects / product. Typically ethnography as process proceeds through a series of key stages namely entry and gaining access, initial stage of familiarisation and observing the obvious, a break, immersion and deep understanding, and close. Key methods used are a combination of participant observation, small talk and informal-unstructured interviews. Writing and documenting in very many formats is an essential element of ethnography. As a product, ethnography is about description, incorporating within its fold the politics of representation of culture. Ethnography as a genre of writing has changed through its history from a functionalist cultural description through analytical/critical/feminist to creative/co-produced/post-modern narrative styles.

- Atkinson and Hammersley, "Chapter 1: What is ethnography?" and "Chapter 3: Access" in *Ethnography: Principles in Practice*
- Comaroff, John and Comaroff, Jean : *Ethnography and historical imagination*
- Driessen H., and Jansen, W., "The Hard Work of Small Talk in Ethnographic Fieldwork," *Journal of Anthropological Research* 69, no. 2 (Summer 2013): 249-263. <https://doi.org/10.3998/jar.0521004.0069.205>
- Emerson, R.M., Fretz R.L., and Shaw L.L., *Writing Ethnographic Fieldnotes*
- Geertz, C., Deep play: notes on the Balinese cockfight, *Daedalus*, Fall 2005; 134, 4:56-86.
- Geertz, C., *Thick Description: Towards an Interpretive Theory of Culture*
- Jones, G.A. & Rodgers, D. *Anthropology and the city: Standing on the shoulders of giants?*
- *Miner, Horace (1956). "Body Ritual among the Nacirema" The American Anthropologist, 58:503-507*

- Spradley JP., Participant Observation

- *Module 10*

Participatory rural appraisal techniques known by different names in the literature became important research techniques in ecological, development, and health studies when earlier techniques of Knowledge-Attitude-Practice (KAP) studies failed to provide answers to why programs and interventions fail. KAP studies largely depended on quantification of the KAP elements. Participatory rural appraisal techniques, often dubbed as 'quick and dirty', include a range of participatory techniques such as transect, free-listing, pile-sorting, venn-diagrams, seasonal calendar, timelines, daily routine diagrams, frame-elicitation etc., that often involves group situations to collect focused and dense data on specific themes in short time, very useful in applied situations, for program evaluation. These methods often facilitate to transcend problems posed by language barriers between researcher and participants. These methods have also been effectively used as adjunct procedures along long-term designs like case-studies and ethnographic studies

- Bernard, Russell H., *Research Methods in Anthropology, Qualitative and Quantitative Approaches*, Altamira Press, 1995
- Chambers, R., "Rural Appraisal: Rapid, Relaxed and Participatory", in Amitava Mukherjee ed *Participatory rural appraisal methods and applications in rural planning*
- Network and Centre for Agricultural Marketing Training in Eastern and Southern Africa: "Chapter 8: Rapid Rural Appraisal", in Marketing Research And Information Systems
<http://www.fao.org/docrep/W3241E/w3241e09.htm>

- *Module 11*

In qualitative research rigour and quality of research have different set of criteria than in quantitative research. Moreover, rather than following a set of procedural guidelines, rigour and quality are more ensured through principles and values that are seamlessly linked with ethics and sensibilities involved in research. Rapport building, empowering and enhancing the scope for participation by participants in various aspects of research, reflexivity, reflectivity and transparency are some such key principles and values.

- Atkinson and Hammersley, "Chapter 2: Research design: problems, cases and samples" in *Ethnography: Principles in Practice*
- Kevin D. Haggerty, *Ethics Creep: Governing Social Science Research in the Name of Ethics*
- Kim V. L. England, *Getting Personal: Reflexivity, Positionality, and Feminist Research*

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- Lincoln, YS. & Guba, EG. (1985). *Naturalistic Inquiry*. Newbury Park, CA: Sage Publications.
- Wiles, Rose, *What are qualitative research ethics?* Bloomsbury, London, 2013.

• Module 12

Analysis of qualitative data will to a great extent depend on the kind of data that gets collected, duration of the study (cross-sectional or long-term) and what is being analysed for. Applied research with specific objectives and apriori study design will be amenable for a framework based analysis. In an exploratory study a most feasible form of analysis will be one that is based on grounded theory approach with open coding and emergent themes. These strategies will go well with iterative, unfolding, and inductive mode of data collection, which is typical of ethnographic studies, wherein data collection and analysis proceed concurrently. Some studies may demand a form of content analysis with quasi-quantitative strategies. Use of softwares for analysis of qualitative data has facilitated some aspects of analysis such as speed of word processing, enhanced memory and retrieval and permanence of coding. At the same it also important to be aware if its limitations.

- Atkinson and Hammersley, "Chapter 8: The process of analysis" in *Ethnography: Principles In Practice*
- Spencer, Ritchie and O'Connor "Analysis: Practices, Principles and Processes" in Ritchie and Lewis (ed) *Qualitative research practice: A Guide for Social Science Students and Researchers*

8. Pedagogy:

- a. Instructional design: combination of lectures, participation and presentations, group work, practical application through field work (as permitted by logistics and resources)
- b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify): Computer Room for conducting some of the classes.
- c. Expertise in AUD faculty or outside: AUD Faculty
- d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others): Special Lectures can be organized depending on the availability of resource persons.

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9. Assessment structure (modes and frequency of assessments)

Break-up:

The assessments will be based on applications of classroom teaching, and will be test of ability of students to apply their understanding about quantitative and qualitative research methods in different real life as well as hypothetical situations. In this way, the assessments will go beyond testing theoretical understanding of concepts and methods.

Four assignments will be given. The Details of assignments and their respective weightage are as follows:

- Reproducing and Empirical Research Work and looking beyond that work – 25%
- Construction of Index (using Indian Database at State Level or International Database) – 25%
- **Tool Preparation:** Students will be asked identify a research problem, formulate two or three research objectives that capture this research problem. Keeping these objectives in mind, students will be asked to design an appropriate interview schedule or interview guide for conducting the survey or in-depth interview. Student will also be suggested to identify appropriate informants or respondents from whom data can be collected – 20%
- **Data Collection and Analysis:** Students will be asked to collect data using one of the following methods of data collection: (a) unstructured observation (b) Survey (c) In-depth interview. Students will be encouraged to manually or electronically record the interviews/observation, transcribe and prepare transcript or elaborate notes from the recording/field notes. In case of the survey, students will be asked to enter the data in a spread-sheet and present the summary of the data. This assignment could be preferably a continuation of the previous assignment – 30%

Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies may be incorporated and the revised proposal should be submitted to the Academic Council.
2. Courses which are meant to be part of more than one programme, and are to be shared across schools, may need to be taken through the Boards of Studies of the respective schools.



3. In certain special cases, where a course does not belong to any particular school, the proposal may be submitted directly to the Academic Council.

Recommendation of the School of Studies:

The proposal was discussed by the Board of Studies in itsmeeting held on.....and has been approved in the present form.

Signature of the Dean of the School

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AMBEDKAR UNIVERSITY DELHI

Minutes of the 40th Meeting of the Standing Committee of Research (SCR) held on 28th August 2018, Kashmere Gate Campus, AUD

The 40th Meeting of the Standing Committee Research (SCR) of AUD was held on 28th August 2018, AUD. The following were present:

Dr. Anshu Gupta,	Member
Prof. Asmita Kabra	Member
Dr. Balchand Prajapati	Member
Prof. Dharendra D. Dangwal	Convenor
Prof. Denys P Leighton	Member
Prof. Gopal Ji Pradhan	Member
Dr. Imran Amin	Member
Prof. Krishna Menon	Member
Prof. Kartik Dave	Member
Dr. Kanwal Anil	Member
Dr. Mamatha Karolil	Member
Dr. Rajan Krishnan	Member
Prof. Rachana Johri	Member
Prof. Radha Chakravarty	Member
Dr. Rachna Chaudhary	Member
Prof. Salil Misra	in the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sumangala Damodaran	Member
Dr. Suresh Babu	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member
Prof. Tanuja Kothiyal	Member
Dr. Taposik Banerjee	Member
Dr. Bodh Prakash	Member

Regrets:

Prof. Babu P Remesh, Dr. Diamond Oberoi Vahali, Prof. Geetha Venkataraman, Dr. Rukmini Sen, Prof. Suchitra Balasubrahmanyam and Prof. Sitansu Sekhar Jena could not attend the Meeting.

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.



The following items were discussed:

1. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

- I. MPhil Development Practice

- a) To discuss the reports of Six Monthly work-in-progress seminars of research scholars - MPhil Development Practice (Batch 2015, 2016 and 2017)

The RSC of SHS reported the six-monthly progress reports of the MPhil students of Development Practice (Batch 2015, 2016 and 2017) to the SCR. These students made successful presentations of their works to their respective RACs. The SCR took note of this. Details of the scholars are enclosed as Annexure-I

- b) Temporary de-registration of Priyanka Prakashan N.P and John B Nayak, students of 2015 batch:

The SCR after discussion accepted the recommendation of RSC of SHS and granted *ex post facto* approval for temporary de-registration to the following students of MPhil Development Practice (under clause 13(iv) of Research Study Regulations 2016) as per the following details:

Enrollment no	Name	Date of registration	Temporary de-registration from
S154CDP14	Priyanka Prakashan N P	27/7/2015	26/7/2018
S154CDP08	John B Nayak	27/7/2015	26/7/2018

- II. MPhil Women and Gender Studies

- a) De-enrolment of Ranojay Bhattacharya due to non-payment of fees

The SCR accepted the recommendation of RSC of SHS and allowed Mr Ranojay Bhattacharya to re-enrol in the programme (MPhil Women and Gender Studies) subject to the payment of due fees.

- b) To discuss the reports of Six Monthly work-in-progress seminars of research scholars - MPhil WGS Batch 2015, 2016 and PhD WGS Batch- 2013, 2015, 2016 & 2017

The SCR took note of the presentation of six-monthly progress by the students of MPhil WGS (Batches 2015, 2016 and PhD WGS Batch- 2013, 2015, 2016 & 2017) to their respective RACs. Details of the scholars are enclosed as Annexure-II



- *c) To discuss the matter of scholarships/fellowships for the scholars (WGS MPhil 2016) who are recipients of non-AUD scholarships/fellowships

The SCR discussed the issue of whether AUD can give its stipend to WGS students after their two years ICSSR fellowship is over. It was suggested that this fellowship is a part of the MOU signed by AUD with CWDS which also has implications for the number of seats allowed to WGS programme. The SCR is sending this matter back to RAC of SHS for seeking clarification.

- d) Temporary de-registration of the following students of 2015 batch:

The SCR accepted the recommendation of the RSC of SHS and granted *ex post facto* approval for temporary de-registration to the following MPhil students of WGS (under clause 13(iv) of Research Study Regulations 2016) as per the following details:

Sl.No	Enrolment Number	Student Name	Date of Registration	Temporary de-registration from
1.	S154CWG03	Ashmeet Kaur Bilkhu	27/07/2015	26/07/2018
2.	S154CWG10	Sreejitha PV	30/07/2015	29/07/2018
3.	S154CWG07	Ranojay Bhattacharyya	31/07/2015	30/07/2018 * subject to his re-enrolment in the programme

III. MPhil Psychoanalytic Psychotherapy

- a) Extension cases for the students of 2015 batch:

The SCR accepted the recommendations of the RSC of SHS for the extension (under clause 16(x) of Research Study Regulations) of the following MPhil scholars and granted 6 months extension *ex post facto* to them from the date mentioned below:

Sl.No.	Enrollment Number	Student Name	Date of Registration	Extension from
1	S154CPS01	Ambika Singh	28/07/2015	27/07/2018
2	S154CPS02	Ashwasti Tripathi	28/07/2015	27/07/2018
3	S154CPS03	Asmita Sharma	29/07/2015	28/07/2018
4	S154CPS04	Debjani Mukherjee	14/08/2015	13/08/2018

5	S154CPS05	Kaif Mahmood	29/07/2015	28/07/2018
6	S154CPS06	Pankhuri Soni	07/08/2015	06/08/2018
7	S154CPS07	Prachi Akhavi	29/07/2015	28/07/2018
8	S154CPS08	Shweta Dharamdasani	29/07/2015	28/07/2018
9	S154CPS09	Tseyang Palzom	28/07/2015	27/07/2018

IV. To note the revised composition of RSC of SHS.

The SCR took note of that Mr. Ashis Roy has become the programme coordinator of MPhil Psychoanalytic Psychotherapy in place of Prof. Honey Oberoi Vahali. He becomes a new member of the RSC. The RSC now includes the following:

- 1) Krishna Menon (Dean, Chair)
- 2) Mamatha Karolil (Convenor)
- 3) Rachana Johri
- 4) Anita Ghai
- 5) Imran Amin
- 6) Rachna Chaudhary
- 7) Mary John (collaborating member for MPhil and PhD GS, CWDS)
- 8) Nivedita Narrain (collaborating member for MPhil DP, Pradaan)
- 9) Denys Leighton (external member)
- 10) Suchitra Balasubramanian (external member)
- 11) Ashis Roy

2. To discuss the recommendations of the Research Studies Committee (RSC) of School of Liberal Studies (SLS) on the following:

- ✓ a) Report on completion of admission process in the following programmes:
- i. MPhil and PhD History
 - ii. MPhil and PhD Mathematics
 - iii. PhD Economics
 - iv. PhD Sociology

Programme Coordinators of the above programmes presented the reports on completion of admission process in their respective programmes for MS 2018. The SCR accepted the reports and endorsed the lists of admitted students. As per the reports of all the programs the following is the status of admissions in 2018:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil History	2	2	NA	3	OBC=3
MPhil	4	1	NA	1	OBC=2

Mathematics					
PhD History	2	0	NA	0	OBC=2 SC=1
PhD Mathematics	3	NA	NA	1	No unfilled seat
PhD Sociology	4	1	NA	0	UR=1 OBC=4
PhD Economics	5	NA	NA	1	No unfilled seat

b) Recommendation for extension of duration of course work for Mr. Akha Mao (S165DHS01), PhD-student in History.

The SCR discussed the recommendation of the RSC of SLS for extraordinary extension of duration for completing course works for Mr. Akha Mao (S165DHS01), PhD student in History. The RSC in its recommendation argued that since Mr Akha Mao is involved in various activities as a faculty member in the university and has made contribution in institution building he may be allowed extension. After detail discussion the SCR accepted the recommendation of RSC of SLS and granted an extra-ordinary extension of six months *ex post facto* from 18-08-2018 to Mr. Akha Mao for completing his course work.

c) Recommendation for second and final extension for Hinna Gupta (S144DHS02) for completing MPhil History till 30.09.2018.

The SCR accepted the recommendation of the RSC of SLS and granted six-month extension *ex post facto* to Hinna Gupta, MPhil History Student, till 30.09.2018 for submitting her thesis.

d) Extension cases for the following students of 2015 batch:

The SCR accepted the recommendations of the RSC of SLS for the extension (under clause 16(x) of Research Study Regulations) to the following two MPhil Students and granted six months extension *ex post facto* to them from 23.08.2018. The students are:

Sl.No.	Enrollment Number	Student Name	Date of Registration	Extension from
1	S154DHS03	Naresh Kumar	24/08/2015	23/08/2018
2	S154DHS06	Sutanvi Chaterjee	24/08/2015	23/08/2018

3. To discuss the recommendations of the Research Studies Committee (RSC) of School of Development Studies (SDS) on the following:

a) Report on completion of admission process in the PhD programme in SDS

Dean SDS presented the report on completion of the admission process of PhD programme in SDS for MS 2018. The SCR noted that SDS admitted four candidates in the unreserved/general category (which includes one OBC candidate) and one SC candidate. Dean SDS explained that SC candidate had performed relatively better (45 out of 100), hence SDS decided to admit him/her against a possible SC position in future. The SCR accepted the report and endorsed the list of five admitted students.

b) Inclusion of Dr. Moggallan Bharti as a member of the RSC of SDS and in the Panel of Supervisors of SDS's Ph D programme

The SCR took note of the inclusion of Dr. Moggallan Bharti as a member of the RSC of SDS. She has also been included in the panel of supervisor for supervising Ph. D. students.

c) De-registration/extension of 2 Ph D students of SDS, who have completed 5 years of registration.

The SCR accepted the recommendation of the RSC of SDS and granted six months extension (under clause 12(iv) of Research Study Regulations 2017) to the following students as per the details given below:

Sl.No	Enrolment Number	Student Name	Date of Registration	Extension from
1.	S135ADS02	Ngaranngam Keishng	29/08/2013	28/08/2018
2.	S135ADS04	Nitin Misra	30/08/2013	29/08/2018

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) on the following:

a) Report on completion of admission process in the following programmes:

- i. MPhil CLTS
- ii. PhD CLTS
- iii. PhD English
- iv. MPhil Hindi

Programme coordinators of these programmes presented reports of completion of admission process of the above programmes for MS 2018. The SCR accepted the reports and endorsed the list of admitted students. Also noted that if there are any withdrawals in the above programmes, seat will be offered to the waitlisted candidates. As per the reports of all the programs the following is the status of admissions in 2018:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil CLTS	3	NA	NA	1	Nil
PhD CLTS	2+1 (against 1 SC)	0	NA	1	Nil
PhD English	5	0	NA	3	1 SC
MPhil Hindi	4	1	0	2	1 ST

- b To discuss the matter of assigning 8 credits of coursework to all PhD CLTS students enrolled in 2017:

The Dean SOL enquired about what is the normal coursework for Ph. D. students. It was suggested that the programme committee decides how many credit course work will be assigned to each student.

- c. Reporting Item: Transfer of 09 Hindi PhD students from SLS to SOL.

The SCR took note of the transfer of 09 Hindi PhD students from SLS to SOL. It was as per the compliance of the decision taken by the SCR in its meeting held on 06.03.2018.

- d. To consider the Research Advisory Committee (RAC) of the MPhil/PhD Students.

The SCR was informed that RACs for the following MPhil/PhD students (2017 batch) have been constituted. The names of RAC members are as follows:

Sl No.	Programme Name	Student Name	Names of RAC members
1.		Mr Ali Ahsan	Supervisor: Prof. Radha Chakravarty; internal School member: Dr Shad Naved; external member: Dr Anita Cherian (SCCE)
2.		Ms Arenpongla Jamir	Supervisor: Prof. Radha Chakravarty; internal School member: Dr. Shad Naved; external member: Dr Lovitoli Jimo (SHS)

3.	MPhil CLTS	Mr Deepak	Supervisor: Dr Shad Naved; internal School member: Prof. Radha Chakravarty; external member: Dr Awadhesh Kumar Tripathi (SUS)
4.		Mr Mohammad Irfan	Supervisor: Prof. Radha Chakravarty; internal School member: Dr Shad Naved; external member: Dr Mrityunjay Tripathi (SUS)
1.	PHD English	J. Imlikata Ao	Dr Bhoomika Melling (Supervisor); Dr Amit Singh (SOL); Dr B. R. Alamelu (Assistant Professor, Department of English, Indra Prastha College for Women, DU)
2.		Ashutosh Kant Prabhakar	Dr Amit Singh (Supervisor); Dr Diamond Oberoi Vahali (SOL) Dr Yogesh Snehi (School of Liberal Studies, AUD)
3.		Hemchandra	Dr Amit Singh (Supervisor); Dr. Kopal Ahlawat (SOL); Prof. Smita T. Jassal (School of Liberal Studies, AUD)
4.		Hatchingthem Haokip	Dr Sanju Thomas (Supervisor); Dr Usha Mudiganti (Co-supervisor); Dr Diamond Oberoi Vahali (SOL); Dr Oinam Hemlata Devi (School of Human Ecology, AUD)
5.		Veeksha Vagmita	Dr Usha Mudiganti (Supervisor); Dr Diamond Oberoi Vahali (SOL); Prof. Rachna Johri (SHS, AUD)
6.		Sruti MD	Dr Bodh Prakash (Supervisor); Dr Vikram Singh Thakur (SOL); Dr Anita Cherian (AUD, SCCE)
7.		Neha Rana	Dr Diamond Oberoi Vahali (Supervisor); Dr Bodh Prakash (Co-supervisor); Dr Usha Mudiganti (SOL); Dr Shifa Haq (SHS, AUD)
8.		Mokshda Manchanda:	Dr Vikram Singh Thakur (Supervisor); Dr Gunjeet Aurora (Co-supervisor); Dr Sanju Thomas (SOL); Dr Anita Cherian (SCCE, AUD)

5. To note the recommendations of the Research Studies Committee (RSC) of SBPPSE on completion of admission process in the PhD programme in Management.

Programme Coordinator of PhD programme In Management presented the report on completion of the admission process of the PhD programme in Management

for MS 2018. The SCR accepted the report and endorsed the admissions of seven (07) candidates (05 UR, 01 OBC, 01 SC).

6. To take decision on for conducting viva voce examination over 'Skype' or other relevant internet service in MPhil/PhD programmes. Matter referred back to SCR for re-discussion by the Chairperson, Academic Council.

The SCR in its 39th meeting held on 24.04.2018 had recommended a procedure for when a Ph. D. student can ask for viva on skype. The Chair Academic Council sent this recommendation back to the SCR. The SCR reconsidered its recommendation and now decided that such request will be considered by the SCR on case to case basis.

7. To discuss the matter of uploading of Mr. Pravender Singh's grades on ERP, a MPhil Student (E.No.- S124CDP18) of 2012-14 batch in the Centre for Development Practice.

The Dean SHS and the programme coordinator of M Phil, Development Practice explained the circumstances of this request to the SCR. Mr. Pravender was 2012 batch M. Phil. student and his result was delayed for a variety of reasons. A committee examined it and recommended that his grades can be uploaded in ERP. Given the circumstances, the SCR is recommending to the AES Division that grades of Mr. Pravender Singh should be entered in ERP so that he can be awarded degree.

8. Any other matter(s) with the permission of the Chair SCR.

- a. The programme coordinator of Maths M. Phil/ Ph.D. programme reported about the formation of RACs of the following students (2017):

Sr. No.	Enrolment No.	Name	Programme	Admission Year
1.	S174DMA01	Deepshikha Chaterjee	MPhil	2017
RAC	1. Geetha Venkataraman (Convener and Supervisor) SLS, Mathematics 2. Balchand Prajapati (Member) SLS, Mathematics 3. Ramneek Khassa (Member) SLS, Mathematics 4. Jyotirmoy Bhattacharya (Member) SLS, Economics			
2.	S174DMA03	Shalini Rana	MPhil	2017
RAC	1. Pranay Goswami (Convener and Supervisor) SLS, Mathematics 2. Madul Veer Singh (Co-supervisor and Member) SLS, Mathematics 3. Kranti Kumar (Member) SLS, Mathematics 4. Anshu Gupta (Member) SBPPSE			
3.	S174DMA04	Shivani Sharma	MPhil	2017
RAC	1. Kranti Kumar (Convener and Supervisor) SLS, Mathematics 2. Pranay Goswami (Co-supervisor and Member) SLS, Mathematics 3. Madul Veer Singh (Member) SLS, Mathematics 4. Anshu Gupta (Member) SBPPSE			



4.	S175DMA02	Charu Gupta	PhD	2017
RAC	1. Balchand Prajapati (Convener and Supervisor) SLS, Mathematics 2. Geetha Venkataraman (Member) SLS, Mathematics 3. Ramneek Khassa (Member) SLS, Mathematics 4. Pooja Yadav (Member) Department of Mathematics, Kamala Nehru College, DU			

The SCR has taken note of this.

- b. The Dean, SHE reported that admission process in the PhD programme of SHE has been completed. Based on the report, SCR endorsed the admissions of three (03) candidates (01 UR –against a possible UR position in future, 01 OBC, 01 SC).
- c. The SCR accepted the recommendation of the RSC of SHE and granted *ex post facto* approval for temporary de-registration to Mr. Navin Kumar, PhD student of Human Ecology (under clause 12(vi) of Research Study Regulations 2017) as per the following details:

Sl.No	Enrolment Number	Student Name	Date of Registration	Temporary de-registration from
1.	S135BED03	Navin Kumar	28/08/2013	27/08/2018

- d. The Dean SHE informed the matter of extension of Mr. M Ojit Kumar Singh (S135BED02), a PhD scholar of Human Ecology. The SCR referred back the matter to the RSC seeking more clarification on it and detailed report from supervisor explaining why extension is required.
- e. The SCR noted about the extension of two women PhD student (Ms Kopa! Chaube and Ms. Shaina Sehgal) beyond the 5 years (for female scholars of PhD normal registration period is 7 years).


(Dhirendra Datt Dangwal)
Convener


(Salil Misra)
Chairperson

AMBEDKAR UNIVERSITY DELHI

Minutes of the 41th Meeting of the Standing Committee of Research (SCR) held on 25th September 2018 and 23rd October 2018, Kashmere Gate Campus, AUD

The 41th Meeting of the Standing Committee Research (SCR) of AUD was held on 25th September 2018 and 23rd October 2018, AUD. The following were present:

Dr. Anshu Gupta	Member
Dr. Kanwal Anil	Member
Prof. Dharendra D. Dangwal	Convenor/ In the Chair (on 23.10.18)
Prof. Denys P Leighton	Member
Prof. Geetha Venkataraman	Member
Prof. Gopal Ji Pradhan	Member
Dr. Pallavi Banerjee	Member (on behalf of Mr. Ashish Roy)
Prof. Praveen Singh	Member
Prof. Krishana Menon	Member
Prof. Kartik Dave	Member
Dr. Mamatha Karollil	Member
Dr. Rajan Krishnan	Member
Prof. Rachana Johri	Member
Prof. Radha Chakravarty	Member
Dr. Rukmini Sen	Member
Dr. Rachna Chaudhary	Member
Dr. Suresh Babu	Member
Prof. Salil Misra	In the Chair (on 25.09.18)
Prof. Sanjay Kumar Sharma	Member
Prof. Suchitra Balasubrahmanyam	Member
Dr. Sunita Singh	Member
Prof. Sitansu Sekhar Jena	Member
Dr. Shad Naved	Member
Prof. Tanuja Kothiyal	Member
Dr. Taposik Banerjee	Member
Dr. Monimalika Day	Member

Prof. Salil Misra started the meeting on 23.10.18 but since he had to leave, he requested Prof. Dharendra D. Dangwal to Chair the rest of the meeting.

Special Invitees:

Dr. Manish Jain, Dr. Gunjan Sharma, Dr. Shivani Nag, Dr. Anandini Dar, Dr. Nivedita Sankar, Dr. Rajeshree Chanchal, Dr. Arinban Sengupta, Dr. Prabhat Rai

Regrets:

Prof. Asmita Kabra, Dr. Balchand Prajapati, Prof. Sumangala Damodaran and Dr. Kanwal Anil could not attend the Meeting on 25.09.2018.

Dr. Anshu Gupta, Prof. Geetha Venkataraman, Prof. Gopal Ji Pradhan, Prof. Kartik Dave, Dr. Mamatha Karolli, Prof. Radha Chakravarty, Dr. Rachna Chaudhary, Prof. Suchitra Balasubrahmanyam, Prof. Sitansu Sekhar Jena, Dr. Shad Naved and Dr. Taposik Banerjee could not attend the Meeting on 23.10.2018.

Prof. Babu P Remesh, Dr. Imran Amin, Dr. Diamond Oberoi Vahali and Prof. Both Prakash could not attend the Meetings on both the days.

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.

The following items were discussed:

1. Confirmation of the minutes of the 40th meeting of the SCR held on 28.08.2018.

Minutes of the 40th Meeting of SCR held on August 28, 2018 were confirmed.

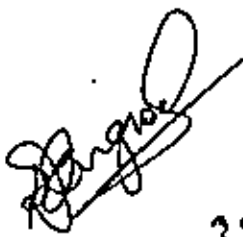
2. Recommendation of award of MPhil/PhD degree to the students who have completed their respective programme requirements (List enclosed).

The SCR recommended the award of MPhil/PhD degree to the 20 students who have completed their programme requirements. These degrees will be awarded at the upcoming convocation after the approval by the Academic Council. (List of students is enclosed)

3. To discuss the Gazette Notification Issued by the University Grants Commission on 31 July 2018 regarding promotion of Academic Integrity and prevention of plagiarism in higher educational institutions

The SCR took note of the Gazette Notification Issued by the University Grants Commission on 31 July 2018 regarding promotion of Academic Integrity and prevention of plagiarism in higher educational institutions. The SCR formed a committee to study the notification and suggest suitable changes in the AUD's Research Studies Regulations to comply with the UGC regulations. The committee will consist of Prof. Krishna Menon, Dr. Rajan Krishnan, Dr. Rukmini Sen and Prof. Suchitra Balasubrahmanyam.

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) regarding formation of Research Advisory Committee (RAC) of the Students of PhD Hindi who have moved from SLS to SOL recently



The SCR was informed that RACs for the following Students of PhD Hindi who have moved from SLS to SOL recently have been constituted. The names of RAC members are as follows:

Sl No.	Programme Name	Student Name	Names of RAC members
1.	PhD Hindi	Ragini Sankrit S135DHI01, 2013 batch	Supervisor: Prof. Gopalji Pradhan; Dr. Amit Singh SUS (Member), Dr. Diamond Oberoi Vahali, SOL (Member)
2.		Mahendra Prajapati, S145DHI02, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan(Member), Dr. Vebhuti Duggal, SCCE (Member)
3.		Anant Vijay Paliwal, S145DHI03, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Prof. Bodh Prakash, SOL (Member)
4.		Nikita Jain, S145DHI04, 2014 batch	Supervisor: Prof. Satyaketu Sankrit; Prof. Gopalji Pradhan (Member), Dr. Mrityunjay Tripathi, SUS (Member)
5.		Anita, S145DHI05, 2014 batch	Supervisor : Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Dr. Awadhesh Tripathi, SUS (Member)
6.		Sunita, S145DHI06, 2014 batch	Supervisor: Prof. Gopalji Pradhan; Prof. Satyaketu Sankrit (Member), Prof. Dharendra Datt Dangwal, SLS (Member)
7.		Aakansha Bhatt, S165DHI02, 2016 batch	Supervisor : Prof. Gopalji Pradhan, Prof. Satyaketu Sankrit (Member), Dr. Mrityunjay Tripathi, SUS (Member)
8.		Nirmal Rani, S165DHI03, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Dr. Vaibhav, SUS (member)
9.		Sapna S165DHI04, 2016 batch	Supervisor : Prof. Satyaketu Sankrit, Prof. Gopalji Pradhan (Member), Prof. Sanjay Sharma, SLS (Member)

5. To discuss the recommendations of the SLS's RSC for the extension of the MPhil students

- (i) The SCR discussed the applications of four M Phil. students of SLS of 2015 batch for extension of six months to submit their dissertations. Dr. Rukmini Sen, Convenor of SLS RSC, explained that these four students have already submitted some of the chapters of their dissertations to their supervisors. Supervisors of these students strongly recommended extension of six months to allow them to submit their dissertations. The SCR accepted the

recommendations of the RSC of SLS for the extension (under clause 16(x) of Research Study Regulations) for the following MPhil students and granted 6 months extension to submit their dissertation from the dates given below:

- a. Chandrika Das (Enrolment no. - S154DHS01) MPhil History 2015 batch from 23.08.2018.
- b. Shrobona Banerjee (Enrolment no.S154DHS05) MPhil History 2015 batch from 23.08.2018.
- c. Monalisha Chowdhury (Enrolment no. S154DHS02) MPhil History 2015 batch from 23.08.2018.
- d. Preeti (Enrolment no.S154DHS03) MPhil Hindi 2015 batch from 24.08.2018.

(ii) Dr. Rukmini Sen presented the recommendation of the RSC of SLS for granting extension of one semester to Ms Rashmi Bala (Enrolment no. - S164DHS05) MPhil History 2016 batch student to complete her course work. Ms Rashmi Bala was given several chances to complete the remaining one course but she could not pass it. She gave application requesting for extension claiming that she could not pass the course for two reasons: one, that her supervisor was changed on her request and she took time to adjust to work under the new supervisor for this course; second, she had to look after her mother who was ill for the last six months. Keeping in view her social background the RSC of SLS formed a committee consisting of Dr. Rukmini Sen, Dr. Aniban Biswas and Dr. Pallavi Chakravarty to examine her request. The committee met Ms Rashmi Bala and after looking into the supporting documents she provided recommended that she may be granted one semester extension to complete the remaining one course. The RSC of SLS accepted this report of the committee and recommended to the SCR to grant her extension of one semester to complete the course. The SCR accepted the recommendation of the RSC of SLS and granted her extension of one semester (Monsoon semester 2018) to complete the course work.

6/ To discuss the draft document of the proposed PhD Programme in Education, proposed by the School of Education.

Dr. Montmalika Day, along with the faculty members of the SES, presented the document of the proposed Ph. D. programmes in Education to the SCR. SCR was informed that the document has been prepared after several consultative meetings with experts and was discussed in several meetings of RSC of SES. The document was placed before the SCR on the recommendation of the RSC of SES.

The document was discussed and various suggestions were made. The SCR in principle approved the document on the condition that these suggestions will be incorporated in the document. The SCR will forward the revised document to the Academic Council for its consideration and approval.



7. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

- a) Report on completion of admission process in the following programmes:
- MPhil and PhD Women Gender Studies
 - MPhil Development Practice

Programme Coordinators of the above programmes presented the reports on completion of admission process in their respective programmes for MS 2018. The SCR accepted the reports and endorsed the lists of admitted students. As per the reports the following is the status of admissions in 2018:

Programme	UR	SC	ST	OBC	Unfilled seats
MPhil WGS	5 (including 1 PWD)	2	NA	3	No unfilled seat
PhD WGS	5	2	1	2	1 applicant (Tajinder Kaur) left the programme after the orientation) 01 unfilled seat
MPhil Development Practice	10	3	2	4	01 01 unfilled seat

b) To note the Research Advisory Committee (RAC) of the students of MPhil Women and Gender Studies (2017 batch) (Annexure-1)

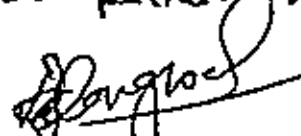
The SCR was informed that RACs for the following Students of MPhil Women and Gender Studies (2017 batch) have been constituted. The names of RAC members are as follows:

Sl No.	Programme Name	Student Name	Names of RAC members
1	MPhil Women and Gender Studies	Aakanksha Dcruz (S174CWG01)	Krishna Menon (Supervisor), Meenakshi Gopinath (Member), Rachna Chaudhary (Member)
2		Avni Agarwal (S174CWG02)	Rachna Chaudhary (Supervisor), Shilpa Khatri Babbar (Member), Divya Chopra (Member)
3		Bhanu Priya Gupta (S174CWG03)	Rachana Johri (Supervisor), Renu Addlakha (Member), Rukmini Sen (Member)
4		Chitra Anand (S174CWG04)	Mary John (Supervisor), Shivani Kapoor (Member) Vandana (Member)

5	Isha Yadav (S174CWG05)	Bindu K C (Supervisor), Vebhuti Duggal (Member), Bindu Menon (Member)
6	Kanika Tyagi (S174CWG06)	N. Neetha (Supervisor), Deepita Chakravarty (Member), Rukmini Sen (Member)
7	Ridhi Anupriya Tirkey (S174CWG07)	Rachna Chaudhary (Supervisor), N. Neetha (Member), Deepita Chakravarty (Member)
8	Shambhavi Sharma (S174CWG08)	Rukmini Sen (Supervisor), Mrinal Satish (Member), Niharika Banerjee (Member)
9	Shrutika Lakshmi (S174CWG09)	Krishna Menon (Supervisor), Sumangala Damodaran (Member), Rachana Johri (Member)

8. Any other matter(s) with the permission of the Chairperson.

- a) Dr. Suresh Babu, Convenor RSC of SHE presented the recommendation of the RSC of SHE for extension to Mr. M Ojit Kumar Singh (S135BEDO2), a PhD scholar of Human Ecology to submit his thesis. The supervisor of the student has strongly recommended extension of six month for submission of thesis. The SCR accepted the recommendation of the RSC and granted six month extension to Mr. M Ojit Kumar from 30 August 2018 to 28 February 2019 to complete his dissertation.
- b) The SCR accepted the recommendation of the RSC of the SHE for De-enrolment of Ms. Rachna Atri Saksena (S155BED02), Ph. D. Scholar in Human Ecology (SHE) from the programme as she is no longer an active student in the programme. The SCR will forward it to the Academic Council for approval.
- c) The SHE sought opinion of the SCR on what kind of supervisory arrangements are to be made when a faculty member moves to another school. It was discussed in detail and there were views that many schools already have supervisors from another school without co-supervisory arrangements. Hence, it was suggested that if a faculty member is supervising students in one school and moves to another school of the university he or she should continue to supervise his or her supervisee/s for the remaining period of the normal registration. Such supervisors can be special invitees of the School RSC.


(Dhirendra Datt Dangwal)
Convenor


(Satil Misra)
Chairperson


AMBEDKAR UNIVERSITY DELHI

Minutes of the 42nd Meeting of the Standing Committee of Research (SCR) held on 15th January 2019, Kashmere Gate Campus, AUD

The 42nd Meeting of the Standing Committee Research (SCR) of AUD was held on 15th January 2019, AUD. The following were present:

Dr. Ashish Roy	Member
Dr. Kanwal Anil	Member
Dr. Balchand Prajapati	Member
Dr. Bindu K.C.	Member
Prof. Dharendra D. Dangwal	Member
Prof. Denys P Leighton	Member
Dr. Diamond Oberoi Vahali/ Prof. Bodh Prakash	Member
Dr. Deepita Chakravarty	Member
Mr. Deepan Sivaraman	Member
Prof. Gopal Ji Pradhan	Member
Prof. Krishna Menon	Member
Prof. Praveen Singh	Member
Prof. Radha Chakravarty	Member
Dr. Rachna Chaudhary	Convenor
Dr. Suresh Babu	Member
Prof. Saili Misra	In the Chair
Prof. Sanjay Kumar Sharma	Member
Prof. Sumangala Damodaran	Member
Dr. Sunita Singh	Member
Dr. Shad Naved	Member

Special Invitees:

Dr. Anita Cherian

Regrets:

Prof. Asmita Kabra, Prof. Honey Oberoi Vahali, Dr. Hemlata Oinam, Dr. Imran Amin, Prof. Kartik Dave, Dr. Mamatha Karollil, Prof. Rachana Johri, Dr. Rukmini Sen, Prof. Suchitra Balasubrahmanyam, Prof. Sitansu Sekhar Jena, Prof. Tanuja Kothiyal and Dr. Taposik Banerjee could not attend the Meeting.

Dr. Sunita Tyagi, Assistant Registrar (Coordination), assisted the SCR in its deliberations.

The following items were discussed:

1. Confirmation of the minutes of the 41th meeting of the SCR held on 25.09.2018.

The SCR confirmed the minutes of the 41th Meeting of SCR held on 25.09.2018 as circulated.

- 2. Recommendation of award of MPhil/PhD degree to the students who have completed their respective programme requirements.

The SCR recommended the award of MPhil degree to the following students who have completed their programme requirements. These degrees will be awarded at the upcoming convocation after approval by the Academic Council.

List of students:

S.No.	Name	Enrollment No.	Programme Name	School
1.	Ms. Neelam Sagar	S154DHI02	MPhil (Hindi)	SLS
2.	Ms. Kunzang Angmo	S164CWG08	MPhil WGS	SHS
3.	Ms. Swamima Kriti	S154CDP17	MPhil in Development Practice	SHS
4.	Ms. Monica Antal	S154CDP11	MPhil in Development Practice	SHS
5.	Ms. Jasleen Arora	S164CWG07	MPhil WGS	SHS
6.	Mr. Jaideep Pandey	S164CWG06	MPhil WGS	SHS

The SCR also took note of the decision taken by the Chairperson, Academic Council on the recommendation of the Chairperson, SCR for the award of degree to the following students:

S.No.	Name	Enrollment No.	Programme Name	School
1.	Mr. Santosh S.	S145GVQ02	Ph.D in Visual Arts	SCCE
2.	Mr. Pravendra Singh	S124CDP18	MPhil in Development Practice	SHS

- 3. To discuss the recommendations of the Research Studies Committee (RSC) of School of Letters (SOL) on the following:

- a) To note the approval of Ph.D Hindi synopsis of the following two students:
 - (i) Mr. Sukant Suman (S175DHI04)
Title: Stree Sampadit Patrikayen aur Stree Prashna
 - (ii) Ms. Ankita Chauhan (S175DHI01)

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Title: Bharatiya Bhashon Ki Kahaniyon mein Desh Vibhajan Ki Prasadi
(Vishesh Sandarbh: Hindi, Urdu evam Punjabi)

b) To note the approval of Ph.D CLTS synopsis of the following two students:

(i) Ms. Nilza Angmo (S175LCL02)

Title: The Text(s) of the Buchen

(ii) Ms. Pooja Mann (S175LCL03)

Title: The Forms of Interrogation in Jaat Women's Folk Songs (Geet)

c) To note the approval of M.Phil CLTS synopsis of the following four students:

(i) Mr. Ali Ahsan (S174LCL01)

Title: Minor Literatures: Two novels on the Bearys

(ii) Ms. Arenpongla Jamir (S174LCL02)

Title: Self-writing in contexts of conflict: Naga English and Chungli Ao Literatures

(iii) Mr. Deepak (S174LCL03)

Title: Musicality and Mir: A Comparative Study of Mir Taqi Mir's Urdu Ghazals and their Performance

(iv) Mr. Mohammad Irfan (S174LCL04)

Title: Representations of history in Modern Urdu Novels: A Critical Study of Qurratulain Hyder's "Aag Ka Darya and Infizar Husain's Basti"

d) To discuss the proposed M.Phil CLTS elective course – "Hermeneutics: Key Theorists" (course outlines attached)

The programme coordinator presented the outline of the course and responded to a query regarding inclusion of the course in the list of courses to be offered in MPhil CLTS. After discussion, the SCR recommended that the proposed course be placed at the next meeting of the Academic Council for approval.

4. To discuss the recommendations of the Research Studies Committee (RSC) of School of Human Studies (SHS) on the following:

a) To note the appointment of Dr. Ashish Roy as co-supervisor to Ms. Ambika Singh (Date of Enrolment: 28.07.2015) along with Prof. Rachana Johri

The SCR took note for the same and recorded.

b) To discuss the matter of the PhD Course work of the WGS 2018 batch (with M.Phil degree – 8 credits and with an MA or MPhil degree from another university – 12 credits)

WGS Programme through SHS RSC reported that all the 9 Ph.D students of WGS, 2018 batch will only do the 2 credit course of Guided Study (SHS310109) in Winter semester, 2019 which is their 2nd semester. The

recommended elective course of 4 credits (SHS310132) as given in the M.Phil./Ph.D. programme structure, need not be done by this batch. The collaboration team had proposed that 6 students out of the 9 admitted in the programme, will do 6 credits in coursework in first semester that is Monsoon 2018 and will do a two credit coursework in Winter 2019 as all of them had done an M.Phil. in WGS from AUD.

The detailed rationale of course work credits is as following:

Sl. No.	Roll No	Full Name	Total course work credits		Previous Education of the Student	Previous Research/Professional Experience
			MS 2018 1 st Sem	WS 2019 1 st Sem		
1	S185CWG01	Ajeya Deep	10 credits	2 credits	M A in Gender Studies from AUD	3 years highly regarded professional experience
2	S185CWG02	Alpaxee Kashyap	10 credits	2 credits	MA/MPhil in Development Studies from AUD	3 years of experience with research publications
3	S185CWG03	Chaitanya Khandehwal	6 credits	2 credits	M Phil, WGS	AUD student
4	S185CWG04	Hemantika Singh	6 credits	2 credits	M Phil, WGS	AUD student
5	S185CWG05	Jasleen Arora	6 credits	2 credits	M Phil, WGS	AUD student
6	S185CWG06	Kunzang Angmo	6 credits	2 credits	M Phil, WGS	AUD student
7	S185CWG07	Rhya Singh	6 credits	2 credits	M Phil, WGS	AUD student
8	S185CWG08	Shefali Kishore	10 credits	2 credits	M Phil, Advanced Centre for Women's Studies, Tata Institute of Social Sciences, Mumbai	comparable degree from TISS, Mumbai
9	S185CWG10	Vandana Chaudhary Palta	6 credits	2 credits	M Phil, WGS	AUD student

The coursework for the entire batch is in conformity with the stipulated number of credits (8) as enumerated in AUD Research Regulations 2017. Those with an M.Phil degree from AUD will thus do 8 credits in coursework and those with an MA only or M.Phil. from another University will do 12 credits in course work for their Ph.D.

SCR noted the same and recorded.

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5. To discuss the recommendations of the Research Studies Committee (RSC) of School of Development Studies (SDS) on the following:

- a) Report on presentation of Six Monthly progress presentations/seminar by the SDS PhD students:

The SCR took note on the presentation of the following students who had presented the six monthly work-in-progress to their RACs:

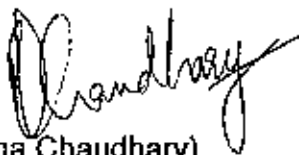
Name of Ph D student	Enrolment No.
Karan Sachdeva	S135ADS01
Ngaranngam Keishing	S135ADS02
Nibedita Hazarika	S135ADS03
Nitin Mishra	S135ADS04
Sweta Suman	S135ADS06
Pooja Chaudhary	S135ADS05
Swati Mohana Krishnan	S155ADS01
Tasha Agarwal	S175ADS02
Jasodhara Borthakur	S175ADS01
Vijay	S175ADS03
Tanya Chaudhary	S165ADS02

- b) Change of Supervisor for Mr. Vijay, PhD student (E.No.-S175ADS03) - regarding

—Dean; SDS briefed the members that because of the language related learning difficulties, Mr. Vijay, Ph D scholar has been requesting for allocation of a new supervisor. On the matter the SDS RSC held several meetings with the candidate and the supervisor (Prof. Deepita Chakravarty) to understand the issues clearly. After discussion, it was agreed that Prof. Sumangala Damodaran and Dr. Moggallan Bharti will jointly take the responsibility of guiding Mr. Vijay (in place of Prof. Deepita Chakravarty).

Accordingly, new DAC for the student has been constituted and includes Prof. Sumangala Damodaran, Dr. Moggallan Bharti and Dr. Nandini Nayak.

The SCR took note for the same and recorded.


(Rachna Chaudhary)
Convenor


(Salil Misra)
Chairperson

Minutes of the 4th Meeting of the Standing Committee on Professional, Vocational and Continuing Education Programmes (SCPVCE) held on 14 December 2018, Kashmere Gate Campus, AUD

The 4th Meeting of the SCPVCE was held on 14 December 2018 at the Kashmere Gate Campus of AUD. The following members were present:

Professor Salil Misra Pro Vice Chancellor	Chairperson
Professor Anol Padwad Director, Centre for English Language Education	Member
Dr Anuj Bhawania Dean (O), School of Law, Governance & Citizenship	Member
Professor Kartik Dave Dean, School of Business, Public Policy & Social Entrepreneurship	Member
Dr Sunita Singh Dean (O), School of Education Studies	Member
Prof. Sanjay Sharma Dean, Student Services & Dean, Assessment, Evaluation & Student Progression	Member
Mr. Akha Kaihrii Mao Nominee of Dean, School of Vocational Studies	Member
Professor Dharendra Dutt Dangwal Dean, School of Liberal Studies & Acting Dean, School of Human Studies	Member

Regrets: Professor Anup Dhar, Professor Chandan Mukherjee, Professor Krishna Menon, Professor Mohammad Sharique Farooqi, Professor Honey Oberoi Vahali, Professor Suchitra Balasubrahmanyam, and Professor Vrinda Datta, Ms Shefalee Jain

Special Invitees: Dr Javed Iqbal Wani, Dr Malabika Pal, Dr Pooja Satyogi, Dr Krishna Kalyan Dixit, and Dr Gunjan Sharma

Dr.SunitaTyagi, Assistant Registrar (Coordination), assisted the SCPVCE in its deliberations.

The following agenda items were discussed:

1. Five BA courses to be offered by the School of Law, Governance and Citizenship (SLGC) in the BA Law and Politics Programme

The following 5 BA courses of the SLGC were presented and discussed:

- i. Western Political Thought (4 credits)

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The course aims to offer understanding of some of the key themes in Western political philosophy such as form and nature of political community, political obligation, and the convergence of law and politics through the question of political obligation. It is aimed at enabling a conceptual conversation between law and politics.

The SCPVCE made the following overall recommendation on the course:

- The course contents are such that some historical background is needed on the part of the students. Also, the course contents cover a vast ground that may be difficult to attempt in a course. The context and rationale for this may be explained in the course outline.
- The course is identified as a "major" course in the course format. This term needs to be rethought and replaced based on the programme document approved by the Academic Council.

It was resolved to recommend the course for the consideration of the Academic Council.

ii. **Amartya Sen: Ethics, Economics and Politics (4 credits; Foundation)**

The course builds on the basket of foundation courses in the programme within the theme of Justice and Democracy, by providing the perspective of an economist who has undertaken an intensive analysis using the theories from both moral philosophy and economics. The focus of the course is to provide an introduction into the main building blocks of Sen's arguments without going into the technical exposition.

After due deliberations, it was resolved to recommend the course for the consideration of the Academic Council.

iii. **The Legal Imagination (4 credits; Elective)**

The contention of this course is that in addition to paying attention to how the formal process of law works, there is also need to pay attention to the specific forms, media and technologies through which law unfolds in language, architecture, images, etc. This course enables students to pay equal attention to both as equal participants in the making of legal imagination.

The SCPVCE made the following recommendation on the course:

- The readings enlisted in the course are from the Western context, whereas the films that are proposed as resources are from the Indian context. The rationale for this needs to be explained. Some films from the Western context may also be included.
- The term "non-major" has been used to identify the course type. This term needs to be reconsidered and replaced based on the programme document approved by the Academic Council.

It was resolved to recommend the course for the consideration of the Academic Council.

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iv. Rights Based Political Movements in Contemporary India(4 credits; Elective)

This course is designed to focus on contemporary Indian politics and rights based political mobilisations that have seen their culmination in legislative enactments. It seeks to interrogate the relationship between politics and law and how the two sometimes have a symbiotic relationship, at other times confrontational and yet other times exceed each other.

The SCPVCE made the following recommendations on the course:

- Some of the rights covered in the course are legislated and there have not been strong people's movements around these. How the course engages with the people's/social movement frame around these rights and the usage of the term "movements" in the title needs to be explained. The term mobilisation was suggested as an alternative.
- Intersectionality between the various rights and movements included in the course also needs to be highlighted.
- The readings pertaining to Right to Education may include the relevant works of Anil Sadgopal that bring-in the people's movement perspective on the right.

It was resolved to recommend the course for the consideration of the Academic Council.

v. Anticolonialism and Postcolonialism (4 credits; Elective)

Futures

The course seeks to engage students with the varied and conflicting imaginations on nation and nationalism, particularly in the multifarious context of India and also how the imagination of the anti-colonial movement was not delimited or exhausted by the nationalist aspiration/narrative.

The SCPVCE made the following recommendations on the course:

- In the tentative assessment plan, 40% assessment is based on quiz/essay/assignment/presentation. 40% weightage to quiz based assessment would be too high.
- The term "non-major elective" has been used to identify the course type. This term needs to be reconsidered and replaced based on the programme document approved by the Academic Council.

It was resolved to recommend the course for the consideration of the Academic Council.

2. Two elective courses to be offered in the MA Law, Politics and Society programme of the SLGC

The following two elective courses of the SLGC were presented and discussed:

i. Theorising the Indian State (4 credits, Elective)

This course is aimed at enabling students to understand how academics have theorised the Indian state in the post-independence period with a focus on

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developmental planning and state formation. Specifically, by reading literature decade wise, it aims to give the students a sense of how the political is framed through time.

The SCPVCE made the following recommendations on the course:

- The term “declining” in the title of the Module 3 may be rethought as it gives an impression as a downward trend due to certain kinds of political developments.
- Some sections from the course format are missing. These need to be included in the revised version to be submitted to the SCPVCE.

It was resolved to recommend the course for the consideration of the Academic Council.

ii. Rethinking Development (4 credits; Elective)

This course aims to look at the various facets of the development process that is being witnessed in the world today and their consequences on society. It is an attempt to bring together recent writings of influential economists as well as lesser known writers, which focus on the dangers of following the path of development. The aim is not to attempt to demolish the dominant model but to use the tools of economics to reflect on it.

The SCPVCE made the following recommendation on the course:

- The work ‘Food, famine, and the making of modern India’, was suggested for inclusion in the course.

It was resolved to recommend the course for the consideration of the Academic Council.

The SCPVCE made the following overall recommendations on the BA and MA courses of the SLGC:

- The standard AUD course approval format with the standard formatting should be used for all the courses.
- The course codes should be included in the course formats.

3. One-year Diploma Policy for the MA Law, Politics and Society Programme of the SLGC

The proposed one-year Diploma Policy of the SLGC’s MA programme was discussed. It allows a student enrolled in the MA programme on successful completion of 32 credits (in the first two semesters) to be issued a Diploma as an acknowledgement of the one year of studies that s/he has completed in case s/he discontinues the programme after the first year.

The experience of the School of Education Studies (SES) with the MA Education (ECCE) Diploma programme was discussed. Based on these discussions the SCPVCE made the following recommendations on the policy:

- The Diploma should not be advertised as a separate programme to which students can be admitted. It should only be an exit option for those students who are unable to complete the programme.
- The Diploma exit should be extended to a student for upto 2 years. That is, a student should be able complete the diploma requirements in maximum upto 2 years. This time limit should be carefully thought through such that on the one hand it is enabling for students who find it difficult to complete the programme, and on the other it doesn't become an easy short route for exiting the programme.

It was **resolved** to recommend the one-year diploma policy for the MA programme of the SLGC for the consideration of the Academic Council.

4. Partial Repeat Policy for the MA programme of the SLGC

The proposed Partial Repeat Policy for the MA programme of the SLGC was presented. The experience of SES with respect to the Partial Repeat Policy was discussed. The SCPVCE made the following recommendations on the policy:

- In the point 1, "marks" should be replaced with "grades"
- Point 2 should be removed as it will create difficulty in grade computation and may create other kinds of discrepancies by allowing component-wise partial repeat. The partial repeat should be on the overall grade and not on specific components.

The SCPVCE also recommended that SES should revise its partial repeat policy in the light of the above.

It was **resolved** to recommend the Partial Repeat Policy for the MA programme of the SLGC for the consideration of the Academic Council.

5. The Continuing Professional Development (CPD) courses for educators proposed by the Teacher Education Unit (TEU) of the SES

The concept note of SES's CPD plans (as approved by the Academic Council in July 2018) and the proposal of the CPD courses for educators were presented. It was presented that through its TEU, SES is proposing to initiate six CPD certificate courses for practicing and aspiring educators. The courses have been designed collaboratively with experts from other Schools and Centres of AUD. The courses are proposed for a pilot in the Winter Semester 2019 as standalone certificate courses of postgraduate level. In due course of time after the necessary approvals, these courses will lead up to postgraduate certificate, diploma and degree pathways for school teachers and other educators. The courses will specifically align with the masters programme for the mentor teachers and other educators in the Delhi Government schools.

The following six CPD courses were presented and discussed:

i. Teachers as Researchers (4 credits)

This course is designed for schoolteachers and educators who wish to learn conducting research in their contexts. It aims at generating interest in critical inquiry and facilitating integration of research with professional practice. Towards this end, the course involves engaging teachers in collectively reflecting upon the beliefs and values underlying their practice, identifying and examining issues, and designing systematic approaches of investigating and addressing these issues.

The SCPVCE made the following recommendation on the course:

- The course enlists "Peer Feedback" as one of the assessment situations. This component needs to be clarified.

It was resolved to recommend the course for the consideration of the Academic Council.

ii. English for Teachers (4 credits)

This course is designed for schoolteachers who wish to transact curriculum through English language and also train language teachers in using and analyzing language effectively. The aim is to make teachers capable of using English language effectively in class.

After due deliberations, it was resolved to recommend the course for the consideration of the Academic Council.

iii. Language and Literacy Instruction (4 credits)

This course aims to provide practitioners with conceptual understandings of language and literacy instruction and also use of inclusive strategies so that they are able to address the challenges of language and literacy learning in their classrooms. The focus of this course is on strategies relevant for Classes III to IX.

The SCPVCE made the following recommendation on the course:

- The course only includes Classes III to IX. The rationale for this may be explained in the course outline.

It was resolved to recommend the course for the consideration of the Academic Council.

iv. Leading Change in Educational Institutions (4 credits)

The course is designed for aspiring and practicing teachers for facilitating greater understanding of educational change and provides conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change.

After due deliberations, it was resolved to recommend the course for the consideration of the Academic Council.

v. Two courses on ICT in Education, Levels 1 & 2 (2 credits each)

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The course aims at enabling educators for effectively using technology for teaching-learning. The Level 1 course is for beginning users and focuses on encouraging the use of the ICT available in schools while exploring its different pedagogical applications. The Level 2 course is for the advanced users of technology and enables them to employ technology for professional development, and assessments and evaluation.

The SCPVCE made the following recommendation on the course:

- The phrase "21st Century Skills" in the courses should be reconsidered, especially in the title of the module 2 of the Level 2 course.

It was resolved to recommend the course for the consideration of the Academic Council.

vi. **Note on admissions and assessment for SES's CPD courses for educators**

The Note on admissions and assessment for CPD courses was discussed. The SCPVCE made the following recommendation:

- The course "Social Science Education" has been included by mistake in the document. It should be deleted from the list and included only after it is discussed in the SCPVCE.

After due deliberations, it was resolved to recommend the note on admissions and assessments for the CPD courses for the consideration of the Academic Council.

The meeting ended with a vote of thanks.

Shree
(Salil Misra)
Chairperson, SCPVCE

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Teacher Education Unit, School of Education Studies
Concept Note on Continuing Professional Development for Educators
(Approved in the Academic Council Meeting, July 2018)

Context

The proposal for the launch of Continuing Professional Development (CPD) focuses on providing courses and programmes for prospective and practicing educators in the school education system. It is situated in the current context of school education and specifically in-service teacher education in the country. The quality of public school education is one of the core challenges of education in India. This challenge is closely related with both the lack of sufficient numbers of trained teachers and inadequate quality of pre-service teacher education and in-service provisions for practicing teachers (NCTE, 2009; GoI, 2012). These challenges are situated in a long-drawn history of the public school system and the status and motivation of teachers in the country (Kumar, 1991; Ramachandran, 2009). Research also indicated that in the case of a large majority of private schools these same issues are evident. These realities coexist with inadequate opportunities for further professional development of various other educators and stakeholders who may not be directly engaged with classroom teaching but are integral to and influence the quality of school system in major ways. These include school leaders, educational administrators and planners, system managers, teacher educators, curriculum developers, textbook designers, content writers, counsellors, entrepreneurs, and parents and community members.

While there have been some initiatives to address the concerns at least with regard to in-service training of school teachers, these have further enhanced the separation between pre-service and in-service teacher education – rather than instituting a continuing professional education and development model (NCTE, 2009). The provisioning of in-service education is largely done by the State through SCERTs and DIETs that are outside the ambit of the universities (with other small scale programmes offered by NGOs). As a result, the practicing educators “continue to be isolated from centres of higher learning and their professional development needs remain unaddressed” (NCTE, 2009, p. 6).

Currently, there are four prominent models for in-service teacher education in India, such as, the standardised cascade model, reflective teacher model, whole school model/school improvement programmes model and on-site/split-site models. While there are nuanced differences in the nature and quality of practices across these models, the predominant in-service programmes are offered in the form of yearly en-block 4-10 days trainings. AUD's previous engagement with school teachers validates the perception that these existing styles of in-service education have both conceptual and quality challenges and are found to be inadequate by school teachers (AUD & Ahvaan Trust, 2014). These challenges are also related to how these models define what "works" in classrooms and how they perceive the role of teachers and other educators in the system.

Continuing Professional Development at the School of Education Studies, AUD

School of Education Studies (SES) at AUD envisages engaging with this scenario, particularly in the context of Delhi, with a view to both understand and address it. Towards achieving this objective, a Teacher Education Unit (TEU) has been created in SES. The TEU is envisioning a seamless continuum of programmes that provide Initial Professional Preparation and CPD opportunities for a range of educators. These programmes include: Integrated Pre-Service; In-Service; MEd; Research programmes, as well as stand-alone courses.

The CPD model that AUD is proposing is built upon six core principles/objectives:

- *Provide quality professional development opportunities to educators to enable them to critically articulate and implement educational change not just in the classroom but at multiple levels.*
- *Provide flexible pathways for CPD that can be built toward a certificate, diploma, or degree and are duly credited, assessed and certified by the University.*
- *Sustained and prolonged engagement with the school ecosystem – as against largely training based and short-lived models.*
- *Sustained interactions during course transactions in multiple modes including face-to-face (through school-shift based, and weekends and vacation classes) and online and blended modality.*
- *Integrating pre-service, in-service and research to harmonize the various structural, programmatic, and experience-based elements of pre- and in-service teacher education programmes (Knowles, 1998).*

- *Developing University-School System partnership* for understanding educators' needs, providing feedback for continuous improvement in content, and enhancing the seamless interaction between in-service and pre-service designs.

Potential areas for CPD courses

The TEU intends to begin its activities with a limited number of stand-alone certificate courses for practicing educators in the current academic year (2018-19). The idea is to offer these as credited courses or baskets of courses. These courses could be assembled in a manner that would allow the educators to accumulate credits that with a suitable "capstone" module would culminate in a Diploma or a Degree programme.

Based on the consultations organised with experts drawn from academia as well as the field, TEU is currently exploring possible areas in which the pilot courses/modules may be launched. Some proposed areas (by categorical clusters) that are emerging from these consultations include the following:

- School subjects: Discipline and pedagogy (basic and advanced)
 - Language and literacy
 - Social-sciences (History, Civics, Geography, Economics)
 - Mathematics
 - Science
- Curriculum and assessment:
 - Developmentally and contextually appropriate curriculum
 - Learning assessment (e.g., Continuous Comprehensive Assessment; Assessing learning outcomes, etc.)
 - Material development (textbooks, case-study material, learning-aids)
 - Technology based teaching-learning
- Inclusive education:
 - Social context of learning
 - Gender and education
 - Disability and education
- Understanding the emotional world of school students
- Guidance and counselling
- School management, administration & organisation:
 - School leadership

- School based planning
- School and community linkages
- Education policies
- Tool courses
 - Computer literacy
 - Legal literacy
 - Research methods
 - Advanced statistics
 - Academic writing
- Mentored research dissertation/project

Before launching these standalone courses in all the potential areas, the plan is to pilot some of these to further refine the CPD approach, design and delivery. The following areas have been identified from which few (2 to 3) are proposed for pilot during Monsoon Semester 2018:

- School Leadership
- Understanding the Emotional Needs of School Children
- Inclusive Education
- ICT in Education
- School subjects: Discipline and Pedagogy [Language and Literacy (priority is English); Mathematics; Social-Sciences]
- English Proficiency Course for School Teachers.

The Government of NCT of Delhi has allocated the Lodhi Road Campus and has sanctioned 58 faculty and 51 staff positions for teacher education programmes at AUD. The above activities will deploy resources from these sanctions. To initiate and coordinate the activities of the Unit, one current SES faculty member has been deputed to the Unit as Officer on Special Duty.



Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD)
Course title	Teachers as Researchers
Course code	SES203101
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	CPD Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Winter 2019
Course coordinator and team	Gunjan Sharma (C), Amol Padwad, Krishna K. Dixit

1. How does the course link with the vision of AUD?
This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for critical inquiry in their practice. At the same time, it intends to create and explore the space for dialogue/interface between the University and practice in the school system.
2. How does the course link with the specific programme(s) where it is being offered?
The course would link-up to the masters programmes in teacher education that SES is planning to offer in near future.
3. Does the course connect to, build on or overlap with any other courses offered in AUD?
The course may connect with research methods courses in AUD and has some overlaps with the core research methods course in MA Education programme.
4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
None. It is desirable that the course participants have experience of working in/with school systems or are considering working in the school systems.
5. No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
CPD course to be offered during vacations/weekends/evenings
7. **Course Details:**
 - a. Summary:

The notion of teachers as researchers has been in educational discourse at least since early 1980s. It is founded on the view that professionalism of the teacher is based on expertise in seeking to understand the world, including one's own practice, not only on given knowledge (Stenhouse, 1983). That is, adopting a "research stance" to practice is the essence of teacher professional development and a core value underlying the concept of an autonomous teacher. This research stance becomes much more important in the context of the intensifying culture of performativity in education, as it offers teachers an opportunity to step back and reflect on action. This course adopts this understanding to facilitate teachers (and other educators) for inquiry in their own practice. At the same time, it intends to create and explore the space for dialogic/interface between the University and the school system.

This course is designed for school teachers and educators who wish to learn conducting research in their contexts. It aims at generating their interest in critical inquiry and facilitating integration of research with professional practice. Towards this end, the course involves engaging teachers in collectively reflecting upon the beliefs and values underlying their practice, identifying and examining issues, and designing systematic approaches of investigating and addressing these issues. In this process, they will think through a range of ethical considerations, perspectives and relevant theoretical frames to inform the design and implementation of their short research projects. Trying out the projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the teachers with the skills for critical and more nuanced understanding of the complexities underlying educational practice and contexts. While the course takes the frame of action research, it may address other kinds of research questions that may not be oriented towards problem-solving and focus on understanding some aspects of school life.

b. Objectives:

1. Generating interest in/promoting a culture of critical inquiry in and reflection on professional practice
2. Introducing research process and its relationship with practice
3. Enabling skills for designing and implementing a research project

c. Expected learning outcomes:

At the end of the course participants will be in the position to:

1. Identify inquiry questions for research in practice settings;
2. Design research project to address questions from practice;
3. Implement, critically evaluate and report on the research project

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is organised in 4 modules. First module is focussed on school experiences of the participants and culminates in identifying questions for research. Second module introduces the process of research. Third and fourth modules focus on

designing individual research studies and executing these. The rationale of such organisation is to begin with reflection on the issues that the participants articulate in practice and achieving the course objectives through this. The module outlines are given below.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: School Experiences and Practice (8 hours)

This module will focus on collective reflections on school experiences of teachers especially focussing on the issues and challenges that they encounter in their schools or classroom contexts, and/or on ideas that they want to implement in practice. This will provide a context for a discussion on the approaches that individual teachers adopt or suggest adopting to overcome/understand these issues or to implement ideas in practice. The module will culminate in each group member identifying a focus area for research.

Essential Readings:

Parooqi, F. (2014). Ek school manager ki diary ke kuch panne – XI: Bachhon se mulakat. *Shiksha Vimarsha*, March-April, 25-37.

A Post Graduate Teacher (Anonymised). (2014). Some personal reflections about teaching in government schools. In Varma, V. S., and Sharma, G. (Ed.), *Teachers in conversations: Schoolteachers' narratives, discussions and dialogues*. pp. 37-48. New Delhi: Ambedkar University Delhi and Ahvaan Trust.

Bhatt, H. (2008). *Ek school teacher ki diary ke kuchh panne* (pp. 16-17). Bangalore: Azim Premji University.

Midha, G. (2018). Tools to guide our action. *Teacher Plus*: <http://www.teacherplus.org/tools-to-guide-our-actions/>

Suggested Readings:

Cain, T., and Harris, T. (2013). Teachers' action research in a culture of performativity. *Educational Action Research*, 21(3), 343-358.

Connelly, F. M., and Clandinin, J. D. (Eds). (1999). *Shaping a professional identity: Stories of educational practice*. London: Althouse Press. (Any 1 Chapter from part 2)

Lovenburg, N. (2018). Journey within Afghanistan: Inside Creative's digital book tracking system. *Childhood Education*, 94(5), 52-57.
doi:10.1080/00094056.2018.1516473

Hoyle, E. (1970). Educational innovation and the role of the teacher. *Forum*. 14(1), 42-44.

Hargreaves, D. H. (1996). *Teaching as a research-based profession: Possibilities and prospects*. Annual lecture, The Teacher Training Agency, United Kingdom. (12 pages)

Module 2: Introduction to Research (12 hours)

Building on the previous module, this module focuses on introducing the participants to the concept and process of research as they begin to translate the focus area

identified by them into research questions and projects. While focussing on action research, they will critically read selected researches on schools and classrooms conducted by teachers/educators, will be introduced to the relevant methods of data-collection, analysis and concepts such as praxis, reflectivity, reflexivity, validity, reliability and triangulation. By the end of this module along with formulating questions for research, the teachers would identify ways of collecting and analysing data for their research focus.

Essential Readings:

- Creswell, J. W. (2012). *Educational research: Planning, conduction and evaluating quantitative and qualitative research* (4th ed.) (pp. 2-42). London: Pearson.
- Nadig, D., and Gupta, V. (2018). From research in action to action research. *Teacher Plus*: <http://www.teacherplus.org/from-research-in-action-to-action-research/>
- Zeni, J. (2009). Ethics and the 'personal' in action research. In S. E. Noffke & B. Somekh, *The SAGE handbook of educational action research* (pp. 254-266). London: SAGE Publications Ltd

Researches for Group Work in Class:

- Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champton Teachers: Stories of exploratory action research*. British Council. (Any 2 Selections)
- Thapa, R. K. L. (2016). An action research on classroom teaching in English medium. *Asian Journal of Humanities and Social Sciences*, 4(1), 97-106
(<https://ajhss.org/pdfs/Vol4/issue1/5.pdf>).
- Gomathi, R. *Action research on multiplication algorithm in grade 5* (pp. 111-115): <http://www.azimpremjifoundationpuducherry.org/teacher-reference/action-research-multiplication-algorithm-grade-5>
- Raghavan, N. (2015). *Reflective teacher: Case studies of action research*. Chennai: Orient Blackswan Private Limited. (Any 2 selections)

Suggested Readings:

- Carr, W., and Kemmis, S. (1986). *Becoming critical: Education, knowledge and action research* (pp. 7-45). New York: Routledge.
- Hammersley, M. (1993). On the teacher as researcher. *Educational Action Research*, 1(3), 425-445.
- Xerri, D. (2018). Two methodological challenges for teacher-researchers: Reflexivity and trustworthiness. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 91(1), 37-41. DOI: 10.1080/00098655.2017.1371549.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research methods in education* (6th ed.) (pp. 5 - 47). London: Routledge.
- Schon, D. (1983). *The reflective practitioner: How professionals think in action* (pp. 27-42). New York: Basic Books.
- Whitehead, J. (2009). Generating living theory and understanding in action research studies. *Action Research*, 7(1), 85-99.

Module 3: Designing Research Study (12 hours)

This module will facilitate teachers to design a research study. They will work closely with their colleagues and faculty mentor(s) to refine research questions, data-collection and analysis strategies. The specific focus here would be to discuss the

various ethical and methodological considerations along with the beliefs and values about education underlying the proposed projects.

Essential Readings:

Open University. Action Research: TESS-India (Teacher Education through School-based Support):
http://www.open.edu/openlearncreate/pluginfile.php/159527/mod_resource/content/3/TEGN_AR.pdf

Suggested Reference Books:

Rebolledo, P., Smith, R., and Bullock, D. (2015). *Champion Teachers: Stories of exploratory action research*. British Council.
Altrichter, H., Posch, P., and Somekh, B. (2000). *Teachers investigate their work* (pp. 44 – 117). Oxon: Routledge.
Hopkins, D. (2008). *A teacher's guide to classroom research*. Berkshire: Open University Press.
Creswell, J. W. (2012). *Educational research* (4th ed.). New Delhi: Pearson.
Nofke, S. E., and Somekh, B. (Eds.). (2009). *The SAGE handbook of educational action research*. London: Sage.

Module 4: Doing Research and Sharing Findings (16 hours)


The participants will implement their research projects in their own schools and record the findings and their experience (especially the research challenges encountered in the implementation). These findings and experiences will be shared in a closed seminar with the group for feedback. This module will culminate in drawing inferences for practice from this process and reflections on the linkages between practice and research. The participants will identify some actionable points for implementation in their contexts.

Suggested Readings:

Nofke, S. (2009). Revisiting the personal, professional and political dimensions of action research. In Susan E. Nofke & Bridget Somekh (Ed.), *The SAGE handbook of educational action research*, pp. 6 – 24.
Rust, F. O. (2009). Teacher research and the problem of practice. *Teachers College Record*, 111(8), 1882–1893.
Lather, P. (1986). Research as praxis. *Harvard Educational Review*, 56(3), 257-278.

Readings for Course Teacher:

McNiff, J. (1993). *Teaching as learning. An action research approach*. London: Routledge.
Elliott, J. (1991). *Action research for educational change*. Milton Keynes: Open University Press.
Lindblom, C. & Cohen, D. (1979). *Usable knowledge*. New Haven: Yale University Press.
Lortie, D. (1975). *Schoolteacher*. Chicago: University of Chicago Press.
Stenhouse, L. (1983). *Authority, education and emancipation*. London: Heinemann.
Cochran-Smith, M., & Lytle, S. L. (1999). The Teacher Research Movement: A decade later. *Educational Researcher*, 28(7), 15–25.

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- Cochran-Smith, M., and Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.
- Cohn, M. M., and Kirkpatrick, S. (2001). Negotiating two worlds: Conducting action research within a school-university partnership. In J. Zeni (Ed.), *Ethical issues in practitioner research*. New York: Teachers College Press. pp. 136–48.
- Pritchard, I. (2002). Travelers and trolls: Practitioner research and institutional review boards. *Educational Researcher*, 31(3), 3–13.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Participation (in-class): 15%
2. Project Proposal: 30%
3. Report: 30%
4. Seminar Presentation: 25%

8. **Pedagogy:**

a. Instructional strategies:

The course will be largely transacted in a non-didactic and interactive modality. The course would have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with projector and audio system.

c. Expertise in AUD faculty or outside
The expertise in AUD is available.

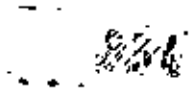
d. Linkages with external agencies (e.g., with field-based organizations, hospital, any others)

While formal external institutional linkages are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.


Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.



Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School



Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD)
Course title	English for Teachers
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	CPD Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/PG/Certificate
Proposed date of launch	
Course coordinator and team	Amol Padwad, Krishna Dixit

1. How does the course link with the vision of AUD?

This course aims at improving the proficiency of teachers of English or other subjects teaching through English and thus contribute to improving teacher quality and teaching impact. Teachers' own competence in English has a direct bearing on how effectively learners learn and what competence they come to acquire in English themselves. In other words, developing English proficiency of teachers is a significant contribution to enhancing quality of and access to education, especially higher education.

2. How does the course link with the specific programme(s) where it is being offered?

The course belongs to a basket of courses aimed at professional development of teachers and enabling more effective teaching-learning. The course is a significant component of these basket.

3. Does the course connect to, build on or overlap with any other courses offered in AUD?

This course may link up to masters programmes, which SES is planning to offer in near future.

4. Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)

None.

5. No. of students to be admitted (with justification if lower than usual cohort size is proposed)

Usual cohort size.

6. Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

CPD course; will be offered in vacations/weekends/evenings

7. Course Details:**a. Summary:**

Unarguably, teachers' language proficiency is one of the key determining factors of learning outcomes in language pedagogy. Teachers' language proficiency (ILP hereafter) involves three aspects: user, analyst and teacher. Successful language

EFO

teaching amounts to enabling students in being effective users of the language. Given this, it becomes an imperative that, in order to facilitate student learning teachers must be good users and analysts of language themselves. This course is targeted at helping teachers in becoming better users and analysts of language. This course is designed for school teachers who wish to transact curriculum through English language and also train language teachers in using and analysing language effectively. The aim is to make teachers capable of using English language effectively in class. This is best done by making teachers aware of the existing knowledge and skills and build on the strengths. Teachers will be exposed to a range language use in various contexts and encouraged to critically analyse the language used. Teachers will be led through the analysis and the appropriate usage of language aspects such as grammar, vocabulary, spoken English and English for teaching in classrooms.

b. Objectives:

1. Enhancing English proficiency of teachers who are involved in teaching English or through the medium of English
2. Raising English language awareness of teachers and enhancing their capacity to analyse and understand the language in operation
3. Improving teachers capability to use English more effectively as a target acquisition to be taught as well as a means of teaching other subjects
4. Building teachers' capacity to design and implement activities and interventions to enhance English proficiency of their learners in an integrative way

c. Expected learning outcomes:

By the end of the course the participants will be able to

1. Understand and analyse various features and aspects the English language and use this understanding to enhance their own proficiency
2. Use English effectively in their regular practice, especially classroom transactions
3. Write and speak English in level-appropriate and context-relevant ways in their roles as teachers
4. Understand and address basic issues and concerns related to the language systems in their learners' use of English
5. Integrate range of activities, tasks and interventions with their regular work in order to enhance English proficiency of their learners

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in four modules that are described in the next section.

e. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(a) Week-Wise Format (Tentative)

(b) (i) Module-wise Format with following details for each module:

Module 1: Strengths and Strategies of Language Learners (6 hours)



This module will focus on exploring the experience of language learning and gauging the knowledge and skills of English. The focus will be on facilitating participants to notice their own strengths in learning and/or using language and effective strategies used. Drawing on their own experiences of learning, as well as literature on language learning, participants will be led in a metacognitive way to infer common strategies and techniques of language learning, preferred learning styles, good practices to build language competence and their own status in terms of all these.

Essential Readings:

Stevick, E. W. (1989) *Success with Foreign Languages*. Hertfordshire: Prentice Hall International.

Benson, P. and D. Nunan (2005) *Learner Stories: Difference and Diversity in Language Learning*. Cambridge: Cambridge University Press.

Module 2: Grammar and vocabulary (20 hours)

Building on the previous module, this unit intends to lead teachers towards the role of grammar in effective language use. Teachers will work with different language samples and analyse how grammar operates at different levels of discourse. The module will be structured around the following broad thematic areas:

1. Features of English syntax, including sentence constituents, basic structural patterns and tense-aspect mechanisms in English
2. Grammatical categories in English – their forms, functions and meanings
3. Strategies of teaching and learning grammar
4. Grammar for teachers

Similarly, this module will also facilitate teachers understanding of vocabulary and its use in varied contexts. The focus will be exploring formation of words and meaning making processes. The module will be planned around the following thematic areas:

1. Word lists, word frequencies, collocations and basic vocabulary needs
2. Acquiring vocabulary – forms, functions and uses
3. Strategies and techniques of learning and teaching vocabulary
4. Vocabulary for teachers

Essential Readings and online resources:

Rutherford, W. E. (1987) *Second Language Grammar: Learning and Teaching*. London: Routledge.

Rinvolucri, M. (1985) *Grammar Games*. Cambridge: Cambridge University Press.

Thornbury, S. (1995) *Uncovering Grammar*. London: Macmillan.

Yule, G. (1998) *Explaining English Grammar: A guide to explaining grammar for teachers as second or foreign language*. Oxford: Oxford University Press.

Plag, I. (2005) *Word Formation in English*. Cambridge: Cambridge University Press.

Bauer, L. (1983) *English Word Formation*. Cambridge: Cambridge University Press.

Schmitt, N. and McCarthy, M. (eds) (1997) *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

www.grammarly.com

<https://www.usalearns.org/english-vocabulary>

<http://learnenglish.org.uk>

Module 3: Reading (6 hours)



The aim of this module will be to consolidate reading skills and subskills in English and enhance the participants' capacity to use reading as an important means of language enrichment as well as professional development. The module will be planned around the following thematic areas:

1. Reading and reading comprehension
2. Skills, techniques and processes for effective reading
3. Critical reading and assessment of texts
4. Reading for professional development

Essential Readings and online resources:

Grellet, Francois (2010) *Developing Reading Skills*. CUP.

Adler, M. J. and C. V. Doren (1972) *How To Read a Book*. London: Simon and Schuster.

Acbersold, J. A. and M. L. Field (1997) *From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms*. Cambridge: Cambridge University Press.

Galman, N. (2017) Why our future depends on libraries, reading and daydreaming. Available online at <https://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming>.

Heibert, E. H. (2009) *Reading More Reading Better*. London: Guildford.

Holt, J. (1995) *How Children Fail*. London: Penguin.

Holt, J. (2017) *How Children Learn*. London: Penguin.

Karland, Dan. <http://www.criticalreading.com/>

Kress, J. E. and E.B. Fry (2015) *The Reading Teacher's Book of Lists*. San Francisco, CA: Jossey-Bass.

Module 4: Spoken English and English in Classroom (16 hours)

The focus of this module is on enabling teachers in managing effective oral communication and also effectively using the language in organising learning in classrooms. Participants will work on developing their understanding of spoken English, their own oral skills and also ways of using spoken English as a means of classroom interaction and management and as a means of developing learners' oral competence. The broad thematic areas to be covered in the module include:

1. English speech system (phonological awareness)
2. Spoken English – forms, functions and usage (includes speech etiquette, formats and conventions)
3. Strategies and techniques of developing oral skills
4. Spoken English for teachers

Essential Readings:

Thornbury, S. (2005) *Beyond Sentence*. London: Pearson.

Thornbury, S. (2006) *Conversation: From Description to Pedagogy*. Cambridge: CUP.

Thornbury, S. (1998) *About Language: Tasks for the teachers of English*. Cambridge: CUP.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Participation (in-class): 10%
2. Reflection Exercises (in-class): 20%
3. Projects: 40%



2. Pedagogy:

a. Instructional strategies:

The course will be largely transacted in a non-didactic and interactive modality. The course would have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom with projector and audio system.

c. Expertise in AUD faculty or outside

The expertise in AUD is available.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

While formal linkages are not essential for the transaction of the course, arrangements with the schools/ Directorate of Education may have to be made.

Signature of Course Coordinator(s)

Note:

- d. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- e. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- f. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School



Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD)
Course title	Language and Literacy Instruction
Course code	SES203103
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	CPD Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Winter 2019
Course coordinator and team	Sunita Singh (C), Monal M. Dewle

- Does the course connect to, build on or overlap with any other courses offered in AUD?
Yes. This course builds upon courses in the MA programme (Language Development and Early Literacy) and courses in the BVoc programme (Developing Early Language, Literacy and Numeracy, Storytelling and Shared Reading). While this course is designed for practitioners, it would be relevant for students in the MA programme as well.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify): None. It is desirable that the students have experience of working in school systems or are considering working in the school systems.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed): Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify): CPD course; will be offered in vacations/weekends/evenings
- How does the course link with the vision of AUD? The vision of AUD aims to combine equity and social justice with excellence. It further goes on to say that "...no knowledge becomes socially productive unless it spreads across society, transcending barriers of caste, creed and class." Keeping this vision of AUD in mind, this course aims to provide practitioners with conceptual understandings of language and literacy instruction and also use of inclusive strategies so that they are able to address the challenges of language and literacy learning in their classrooms.
- How does the course link with the specific programme(s) where it is being offered? The course is being offered for the CPD programme. In addition to conceptual understandings of language and literacy, the course will offer specific strategies that teachers could use in the classroom.
- Course Details:**

a. **Summary:**

In the recent decade, the status of reading levels of young children in the country has gained widespread attention. The outcry of “low learning levels” in the country and especially the low scores in reading assessment in large-scale surveys has brought to the forefront the shifting rhetoric towards outcome based performance. However, the strategies used to teach literacy in classrooms predominantly remain focused on round robin reading, rote memorisation and copywriting. In order to address this challenge, the recent Delhi government schemes such as *Channauti* and *Mission Buniyaad* made provisions for additional time for reading instruction, availability of materials and some strategies for identifying children. There was little focus on the strategies actually used by the teachers in the classrooms in addressing issues of students who were struggling with reading in the classrooms.

The course begins with providing an overview of the language and literacy instruction in the Indian context—exploring the complexities of social, curricular and linguistic contexts. It will provide an overview of the dominant approaches to language and literacy instruction and familiarise students with the aims and principles of the same. Finally, it will provide specific strategies for teaching literacy in inclusive classrooms. These include strategies for oral language, phonics, letter knowledge, and phonology, vocabulary, word recognition, fluency and comprehension. It will also address writing instruction and ways of using children’s literature and textbooks in the classroom. The focus of this course is on strategies that would be relevant from classes 3 to 9. However, given the fact that even in the higher grades there are students who struggle with reading and writing—there will be focus on working with struggling readers.

b. **Objectives:**

– Develop an understanding of the trends and current contexts of language and literacy instruction in India

- Understand the foundations of current literacy practices
- Understand varied approaches and models for teaching literacy
- Demonstrate an understanding of the learning needs of students with diverse abilities
- Understand classroom-based informal assessment and standardized formal testing
- Provide responsive literacy instruction within inclusive settings
- Be familiar with a variety of children’s literature
- Identify ways of using diverse strategies with textbooks

c. **Expected learning outcomes:**

- Acquire a variety of teaching strategies and techniques integrating reading, writing, listening, speaking, and viewing activities
- Plan and implement a variety of literacy strategies for all students
- Plan a literacy learning center

d. **Overall structure (course organisation, rationale of organisation; outline of each module):**
 The course is organised into three modules (1) Contexts of language and literacy instruction, (2) Principles and approaches to language and literacy instruction, (3) Inclusive strategies for classrooms.

e. **Contents (week wise plan with readings):**



Module 1: Contexts of language and literacy instruction (6 hours)

This module will provide an overview of the curricular, teacher education and developmental contexts of teaching language and literacy in India. The diversities of languages and script and ways of teaching literacy have contributed to the practices in the classrooms. This module will focus on examining the current contexts of classrooms to understand how diverse languages spoken by the children and their cultures and identities play a role in instruction.

- Curricular, teacher education and developmental contexts of teaching language and literacy
- Language and script

Core Readings

Early Language & Literacy Position Paper (2016).

<https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>. CECEd and CARE India

Section 3. Contexts which frame children's language and literacy; pages 16-24.

Singh, P. K. (2014). Nurturing Linguistic Diversity in Jharkhand. *Economic & Political Weekly*,

49(51), 17-19

Supplementary Readings

Bhattacharya, R. (2017). 'Speaking of food: Apple..ice-cream...posto...pesta..roti...' In R. K. Agnihotri, A.S. Gupta & A. L. Khanna (Eds.). *Trends in Language Teaching*. pp. 82-97. Orient BlackSwan: Hyderabad.

Jayaram, K. (2017). Linguistic and cultural diversity and language teaching—with a specific focus on the teaching of reading and writing to young learners. In R. K. Agnihotri, A.S. Gupta & A. L. Khanna (Eds.). *Trends in Language Teaching*. pp. 57-70. Orient BlackSwan: Hyderabad.

National Council of Educational Research and Training. (2005). *National Focus Group on Teaching of English*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/english.pdf

National Council of Educational Research and Training. (2005). *National Focus Group on Teaching of Indian Languages*. Position Paper. New Delhi. Retrieved from http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/Indian_Languages.pdf

Mohanty, K. (2006). Multilingualism of the unequals and predicaments of education in India: Mother tongue or other tongue? In O. Garcia, T. Skutnabb-Kangas, & M. E. Torres-Guzman. *Imagining multilingual schools*. pp. 262-279. Clevedon: Multilingual Matters.

Module 2: Principles and Approaches to Language and Literacy (6 hours)

This module will introduce students to some approaches to language and literacy instruction that have been prevalent in the field. With the shift in reading from "learning to read" to "reading to learn", not all children transition with the same pace. Hence, even though children may be at grade levels where the assumption is that they would be able to read—there may be several children who are unable to read. Philosophical and methodological debates in the field of literacy have ranged from the use of phonics, whole language and balanced based approaches in the western context. In the Indian context, there has been an

attempt to apply approaches that are organic to the language system. Therefore, it becomes imperative for educators to become familiar with the major approaches and debates that have shaped the field of literacy learning and teaching. It is also critical to understand that literacy instruction needs to be based upon principles that have been identified to be contextually sound and not based upon specific methods.

- Phonics, whole language and balanced/comprehensive literacy
- Aims of language and literacy
- Principles and approaches of language and literacy instruction

Core Readings

Early Language & Literacy Position Paper (2016).

<https://www.careindia.org/sites/default/files/ELI,%20India%20%28rcvised%20pdf%209.pdf>. CECED and CARE India

Section 4: Aims of language and literacy education; pages 25-26

Section 6: Approaches to language and literacy; pages 32-38.

Baumann, J. F., Hoffman, J. V., Moon, J., & Duffy-Hester, A. M. (1998). Where are teachers' voices in the phonics/whole language debate? Results from a survey of US elementary classroom teachers. *The Reading Teacher*, 51(8), 636-650.

Supplementary Readings

Bean, T. W., Reardon, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company (pp. 2-10).

Chapter 1: Content area literacy: Developing 21st century learners (pp.5-16).

Gunning, T. G. (2008). *Developing higher-level literacy in all students: Building reading, reasoning, and responding*. Pearson/Allyn and Bacon.

Chapter 1. [Higher level] literacy skills needed in today's world and the world of the future

Harrison, C. (1999). When scientists don't agree: the case for balanced phonics. *Reading*, 33(2), 59-63.

Wells, G. (1999) *Dialogic inquiry: Towards a socio-cultural practice and theory of education*.

Cambridge University Press.

Module 3: Literacy Strategies for Classrooms (12 hours)

This module will focus on the modes and functions of literacy across the curriculum and the various skills that children need in order to be able to interpret texts and also compose independently. For teachers, this implies that the children need to become familiar with diverse ways of understanding literacy and literacy across disciplines. The module will focus on the strategies and skills children need to know in order to read a text. This will focus on strategies for oral language, phonics, letter knowledge, and phonology, vocabulary, word recognition, fluency and comprehension.

- oral language, phonological awareness and vocabulary
- phonics, letter knowledge, and word recognition,
- fluency and comprehension

Core readings

Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press.

Chapter 2: Phonological and phonemic instruction: A key to early reading and literacy (pp. 33-61)

Chapter 3: Phonics and Word Attack Strategies (pp. 63-112).

Early Language & Literacy Position Paper (2016).

<https://www.careindia.org/sites/default/files/ELL%20India%20%28revised%20pdf%29.pdf>. CECED and CARE India

Section 5: Essential aspects of early language and literacy development; pages 27-32.

Jayaram, K (2008). Early Literacy Project – explorations and reflections part 1: Theoretical perspectives. *Contemporary Education Dialogue*, (5) 2, pp133-174.

Supplementary Readings

Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties. Strategies for RTI*. Corwin Press.

Chapter 4: Strategies for building vocabulary and reading fluency (pp. 113-154).

Chapter 5: Gaining meaning from reading (pp. 155-196)

Ministry of Human Resource Development. (2014). *Padhe Bharat Bhade Bharat. Early reading and writing with comprehension & early mathematics programme*.

Retrieved from: <http://ssa.nic.in/pabminutes-documents/Padhe%20Bharat%20Badhe%20Bharat.pdf>

National Council for Educational Research and Training & Sarv Siksha Abhiyan: *Learning outcomes at elementary stage*. Retrieved from:

http://mhrd.gov.in/sites/upload_files/mhrd/files/l_learning_outcomes.pdf

National Council for Educational Research and Training (2013). *Mathura Pilot Project Report*. Retrieved from

<http://www.ncert.nic.in/departments/nie/dee/publication/pdf/FINALETS10.12.13.pdf>

Sinha, S. (2012). Reading without meaning: The dilemma of Indian classrooms. *Language and Language Teaching*, 1(1), 22-26.

Strickland, D. S., & Morrow-L. M. (Eds.). (2000). *Beginning reading and writing* (Vol. 50). Teachers College Press.

Module 4: Literature and Content Area texts (12 hours)

The module will focus on understanding how literacy could be used across the content areas. It will highlight the use of children’s literature and content area texts. Children’s literature is essential for not only the efferent, but also aesthetic purposes in the classrooms. As students transition to ‘reading to learn’ in the higher grades, the scope of reading stretches to reading more disciplinary content. This requires preparation on the part of the educators as to engage students for reading, writing, and thinking required by advanced disciplinary coursework and especially to examine how comprehension works with diverse texts. This module will also focus on understanding how to use textbooks with children and ways of assessment.

- Reading children’s literature
- Reading context area texts

Core readings

Bean, T. W., Readence, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company

Chapter 7. Literature (pp. 143-176)

Bender, W. N., & Larkin, M. J. (2009). *Reading strategies for elementary students with learning difficulties: Strategies for RTI*. Corwin Press.

Chapter 6: Reading comprehension in the content areas (pp. 197-228).

- Brozo, W. G., Moonman, G., Meyer, C., & Stewart, T. (2013). Content area reading and disciplinary literacy: A case for the radical center. *Journal of Adolescent & Adult Literacy*, 56(5), 353-357.
- Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46-55.
- [*Note: Selected children's literature and school text books will also be included to illustrate the diverse genres.]

Supplementary readings

- Kumar, K. (2004). *What is worth teaching?*. Orient Blackswan.
 "Textbooks and educational culture".
- Kumar, K. shiksha aur baal sahitya. *Sandarbh*, 80, 35-48.
http://www.cklayva.in/pdfs/Sandarbh/Sandarbh_80/35-48_Education_And_Children_Literature.pdf
- Rosenblatt, L. M. (1982). "The literary-transaction: Evocation and response." *Theory into Practice*, 21(4), 268-277.
- Rosenblatt, L. M. (1991). Literature—SOS!. *Language Arts*, 68(6), 444-448.
- Shanahan, T., & Shanahan, C. (2008). Teaching disciplinary literacy to adolescents: Rethinking content-area literacy. *Harvard Educational Review*, 78(1), 40-59.
- Volin, E. V. A. (2011). Good comics for kids collecting graphic novels for young readers. *Children & Libraries The Journal of the Association for Library Service to Children*, 9(1), 3-10.

Module 5: Writing in classrooms (12 hours)

This module will focus on the process of writing for children for both, narrative and expository texts. The composing process is a powerful source to enable children to learn. While the processes of reading and writing are integrally connected, classrooms practices indicate that little attention is paid to writing in the classrooms. However, this is not to assume that the relationship between reading and writing is simple and linear. It is critical that writing be organised in the classroom to support reading processes.

- Writing narrative and expository texts
- Relationship between reading and writing
- Writing workshop

Core readings

- Gunning, T. G. (2008). Developing higher-level literacy in all students: Building reading, reasoning, and responding. Pearson/Allyn and Bacon.
 Chapter 10: Using writing to improve higher-level literacy skills.
- Tompkins, G. E., & Jones, P. D. (2008). *Teaching writing: Balancing process and product*. Pearson/Merrill Prentice Hall.

Supplementary readings

- Bean, T. W., Readence, J. E., & Baldwin, R. S. (2011). *Content area literacy: An integrated approach*. Kendall Hunt Publishing Company.
 Chapter 11. Writing, pp. 269-304.
 Chapter 12. Studying and preparing for examinations, pp. 305-336
- Fletcher, R., & Portalupi, J. (2001). *Writing workshop*. Portsmouth, NH: Heinemann.

Assessment

- a. Attendance and participation (10%)

- b. Strategies for a text for a diverse group of students (25%)
- c. Literacy center (25%)
- d. Case study of a child's literacy development (40%)

8. Pedagogy:

- a. **Instructional strategies:** The course will be largely transacted in a non-didactic and interactive mode. The course will have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.
- b. **Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):** Classroom with projector and audio facilities.
- c. **Expertise in AUD faculty or outside:** AUD
- d. **Linkages with external agencies (e.g., with field-based organizations, hospital; any others):** Schools (if there are participants who are not currently teaching in schools)

Signature for Course Coordinator
Signature of Course Coordinator(s)

Note:

1. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
2. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
3. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School Board of Studies:

Suggestions:

Signature of Dean
Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD)
Course title	Leading Change in Educational Institutions
Course code	
Total Credits	4
Course type (core/compulsory/ elective/any other – please specify)	Continuing Professional Development Course Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Winter 2019
Course coordinator and team	Krishna K Dixit, Gunjan Sharma

- How does the course link with the vision of AUD?
This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It thereby aims at making quality education accessible to practitioners. It also aims at enabling the teachers for critical inquiry in their own practice.
- How does the course link with the specific programme(s) where it is being offered?
The course may link up to the Masters programme in teacher education that SES is currently formulating. The larger vision of the programme is also to provide access to practising educators to quality CPD opportunities that enable them to reflect upon their practice and articulate ways of improving it.
- Does the course connect to, build on or overlap with any other courses offered in AUD?
The course may have linkages with Educational Organisation and Leadership course on offer in SES. However, the contents of this course are designed keeping in mind an educational practitioner.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
None. It is desirable that the students have experience of working in school systems or are considering working in the school systems.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
CPD course; will be offered in vacations/weekends/evenings

7. Course Details:

a. Summary:

Teacher as an agent of change is one of the prominent strands in educational discourse in general. Teachers are the key decision makers in education and the success or failure of educational innovations largely depend on teachers' decisions.

Change and innovation are the pivotal forces of making education relevant and useful. Change offers teachers both – choices and challenges in the contexts of change. In this course change is understood as mandated change by policy and administration. Precisely, teachers face choices and challenges with change in curriculum, assessment, administrative procedures, pedagogy to mention a few. Teachers' understanding, interpretation, and implementation of change in these areas matter most in order to make anticipated change a reality. Primarily, educational change operates at three levels: Policy, Institution, and Individual. At the policy level, change and innovation are formulated (drawing on research) and recommended for implementation. Teachers become the key determinants when change arrives at the institutional level. Fullan (1991) and Hargreaves (1998) observe that, teachers' attempts at making sense of change at the individual and institution level determines the quality of realization of change. Therefore, it becomes essential to strive for 'change literacy' among teachers. Besides, it is all the more relevant and urgent in the face of wide array of change initiatives being introduced at the institutional levels.

The course is designed for aspiring and practicing teachers for facilitating greater understanding educational change and provides conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change. The course starts from teachers' notions of change in education. The teachers will work through issues such as identify change areas, design change plan, and implement change at the class and/or institution level.

b. Objectives:

1. Facilitate teachers' engagement with their role as agents of change
2. Explore change practices at the individual and institution level
3. Undertake small change initiative (plan, design and implement) either at the classroom or school level
4. Identify effective working principles for implementation of change

c. Expected learning outcomes:

At the end of the course participants will be in the position to:

1. Identify strengths and weaknesses at both levels – institution and individual – in the face of change
2. Create frameworks / rubrics for implementing change
3. Implement change practices and evaluate the impact of change

d. Overall structure (course organisation; rationale of organisation; brief module outlines):

The course is organised in 4 modules as described below. The rationale for organisation has been presented in the summary.

c. Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise format with following details for each module:

Module 1: Teachers and educational change (8 hours)

This module will focus on enabling teachers to explore and understand their role in institution. This will provide a vantage take-off point for establishing centrality of teachers in making education change a reality. The key issues in this module are:

- Educational eco-system in India
- Educational change and innovation: Need and relevance
- Teacher strategies to deal with change
- Factors influencing implementation of change

Essential Readings:

गौरव शर्मा (२०१५) विद्यालयी शिक्षा में सूचना एवम् संचार प्रौद्योगिकी नीति, २०१२ का समीक्षात्मक विश्लेषण. *अन्वेषिका*, १०/३, ९-१४.

Fullan, M. (1993) Why teachers must become change agents. *Educational Leadership*, 50/6, 12-17.

मीणा और पी. कल्पना (२०१५) सूचना व संचार प्रौद्योगिकी से शिक्षा का बदलता स्वरूप. *अन्वेषिका*, १०/१, ३९-४७.

योगेन्द्रजीत, बी. (२०१७) *शिक्षा में नवाचार*. दिल्ली: अग्रवाल पब्लिशिंग.
अध्याय १: नवाचार
अध्याय २: (नवाचार के मार्ग में आने वाली बाधाएं)

Suggested Readings:

Apple, M. and J. Beane (2007) *Democratic Schools: Lessons in Powerful Education*. London: Heinemann.

Fullan, M. (2007) *The New Meaning of Educational Change*. London: Cassell. (Chapters 2, 3, 4, 6, 7, and 9). 4th Edn.

Hargreaves, A. (1998) *Changing Teachers Changing Times*. London: Cassell. (Chapter 1 and 2)

Wedell, M. (2009) *Planning for Educational Change: Putting People and Their Contexts First*. London: Continuum. (Chapters 1 and 2)

Module 2: Understanding change (12 hours)

The focus of this module is to build on teachers' meaning of change (as explored in the previous module) in terms of who-what-why of change in education. The key activities of this module include exploring curricular shifts, change in functioning and environment of institution and identifying major points of change, change areas (curriculum, assessment, duration etc.), impact of change to mention a few.

Essential Readings:

बधेखा, गि. (२०१५) *दिवास्वप्न*. नई दिल्ली: नेशनल बुक ट्रस्ट.

स्पेंसर, ज्या. (२००२) *मेरा चीज़ किसने हटाया*. दिल्ली: मंजुल प्रकाशन.

Gorden, J. W. (1946) *My Country School Diary*. New York: Harper.

Whitaker, P. (1993) *Managing Change in Schools*. Maidenhead: Open University Press.

(Chapters 2, 3 and 4)
HSTP (Eklavya) Documentaries
DPJP Documentaries

Suggested Readings:

Mortimore, P., S. Gopinathan, E. Leo, K. Myers, L. Sharpe, L. Stoll and J. Mortimore (2000) *The Culture of Change: Case Studies of Improving Schools in Singapore and London*. London: Institute of Education.
Senge, P. (2006) *The Fifth Discipline*. London: Random House. (Part I and III)
Stoll, L. (1997) *No Quick Fixes: Perspectives on Schools in Difficulty*. London: Routledge.
Hargreaves, D. H. (2011). *Leading a self-improving school system*. Cambridge: National College for School Leadership.

Module 3: Practicing change (12 hours)

Building on the understanding of change, this module focuses on enabling teachers to plan and implement change either at their classroom or institution levels. The key topics explored in this module include teacher as a leader, leadership features such as envisioning, planning, enacting, and evaluating, relevant variables at the institutional level, and problems and challenges in implementing change.

Essential Reading:

Fullan, M. (2007) *Leading in a Culture of Change*. San Francisco, CA: Jossey-Bass.
Harris, A., M. Jones and J. B. Hufman (2017) (Eds.) *Teachers Leading Educational Reform: The Power of Professional Learning Communities*. London: Routledge.
Kegan, R. and L. L. Lahey (2007) *Immunity to Change: How to overcome It and Unlock the Potential in Yourself and Your Organisation*. Boston: Harvard Business School. (Chapter 1)
Newton, C. and T. Tarrant (2016) *Managing Change in Schools: A Practical Handbook*. London: Routledge. (Chapter 1 and a summary/key points of all the rest of book prepared by the instructor)
Stoll, L., C. Taylor, K. Spence-Thomas and C. Brown (2018) *Catalyst: An Evidence-Informed, Collaborative Professional Learning Resource for Teacher Leaders and Other Leaders Working Within and Across Schools*. London: Institute of Education.

Suggested Readings

Claxton, G. (1998) *Wise Up*. London: Bloomsbury.
Gawande, A. (2014) *The Checklist Manifesto: How to get things right*. London: Penguin. (Chapters 1 and 2)

Module 4: Interpreting and Evaluating Change (16 hours)

The focus of this module is on enabling teachers in interpreting and evaluating the practiced change. Teachers will attempt at making sense of the change-implementation-experience and identify a set of working principles for implementing and sustaining change in Indian educational contexts.

Suggested Readings:

Fullan, M. (1983) Change process and strategies at the local level. Unpublished Paper

prepared for the National Institute of Education Conference On State and Local Policy Implications of Effective School Research. Available online at <https://files.eric.ed.gov/fulltext/ED245358.pdf> accessed on 13.10.18.

Fullan, M. (2011) *Change Leader* San Francisco, CA: Jossey-Bass. (Chapter 1 and 6).

Fullan, M., Hill, P., & Rincón-Gallardo, S. (2017). *Deep Learning: Shaking the Foundation*. Ontario, Canada: Fullan, M., Quinn, J., & McEachen, J. Retrieved from http://npdl.global/wp-content/uploads/2017/03/npdlease_study_3.pdf.

Woolf, P., A. Hill and F. Evers (2006) *Handbook for Curriculum Assessment*. Available online at <https://ctlt.ubc.ca/files/2010/08/HbonCurriculumAssmt.pdf>.

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Participation (in-class): 20%
2. Presentations (on educational change) 30%
3. Study report: 20%
4. Portfolio: 30%

8. Pedagogy:

a. Instructional strategies:

The course will be largely transacted in a non-didactic and interactive modality. The course would have regular face-to-face sessions during vacations, evenings and weekends. These interactions would be continued in a blended mode. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):
Classroom with projector and audio system.

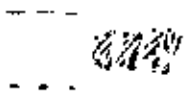
c. Expertise in AUD faculty or outside
The expertise in AUD is available.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
While formal linkages are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.

Signature of Course Coordinator(s)

Note:

- g. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- h. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should



have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.

- i. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD)
Course title	ICT in Education (Level 1)
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other -- please specify)	CPD Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Winter 2019
Course coordinator and team	Prof Sitansu S Jena (C), Dr Ramesh C Sharma

- How does the course link with the vision of AUD?
This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for effectively using technology for teaching learning process, especially in using ICT tools. This course aims at enabling educators for effectively using technology for teaching-learning process.
- How does the course link with the specific programme(s) where it is being offered?
The course may link up to the masters programmes in teacher education that SRS may offer in the near future.
- Does the course connect to, build on or overlap with any other courses offered in AUD?
Currently the School is not offering a course in ICT in Education. The course may connect with most of courses in AUD because learning to integrate ICT in Education has implications for effective instructional design, adoption of suitable technology and developing relevant e-content and open source materials.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
It is desirable that the course participants have experience of web browsing, using search engines and computer handling at the basic level.
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):
CPD course to be offered during vacations/weekends/evenings

7. **Course Details:**

a. **Rationale:**

E-learning has become an inherent tool for instructional delivery among all kinds of educational institutions and for all levels, from primary to higher, professional or technical education. New ICT tools and technologies are being developed to cater to e-learning triangle of content, technology and services. Technavio's market research (2016) reports an increasing need for training programmes for enhanced employee productivity and an adoption of advanced technologies for this purpose, this would result in a growth in corporate e-learning market at a CAGR (compound annual growth rate) of around 11% by 2020. Adams Becker et. al. (2017) in NMC Horizon Report: 2017 Higher Education Edition further substantiate these predictions. The NMC Horizon Report (2017) identifies blended learning designs and collaborative learning as a key trend accelerating higher education technology adoption as a short term while growing focus on measuring learning and redesigning learning spaces as mid-term trend. Blended learning design has been among the top trends for quite some time (p.4) along with other recent technology developments like games and gamification, flipped classroom, mobile learning, augmented and virtual learning, MOOCs, adaptive learning technologies and next-generation LMS among others. All these developments have significant implications for online pedagogy and course design.

Colleges and universities are the bodies for creating, preserving and advancing the knowledge. Over few decades educational institutions have undergone big transformations and a paradigm shift can be easily observed in governance or management, methodologies, nature and scope etc. (Robertson, 2010). In this digital era, teachers and students have also been affected. There is a need for new skills sets for future because of rapidly changing job markets. Many of the skills the students learn may not have any relevance within few years from now, same applies to teachers too. A UNESCO report (2009) found a disconnect between use of new ICTs and their potential in teaching and learning (Altbach et al., 2009). Bates (2015) also suggested certain skills which are required for the knowledge world: communication skills, independent learning, ethics and responsibility, teamwork and flexibility, thinking skills and Digital skills embedded within the knowledge domain in which learning takes place (p.16). These developments (in technology, needs of students, emergence of new modes of education like MOOCs or flipped classrooms etc) have resulted in a change in approach to teaching. There is strong demand to integrate ICT into formal or face-to-face teaching and going blended or online on the part of teachers (O'Neill et al., 2004; du Boulay et al., 2008). Compounded by the developments like games and gamification, flipped classroom, mobile learning, augmented and virtual learning, MOOCs, adaptive learning technologies and next-generation LMS, teachers need to have certain skills and orientation to successfully design for these learning environments. This calls for certain pedagogical approaches guiding the teachers, instructors and tutors to have relevant technical skills to handle LMS or various technology tools and applications, effectively design, develop,



facilitate, deliver and assess a course along with the ability to support the social and affective or emotional well-being of students (Redmond, 2011; Sharma, 2018).

References:

- Adams Becker, S., Cummins, M., Davis, A., Freeman, A., Hall Giesinger, C., & Ananthanarayanan, V. (2017). NMC Horizon Report: 2017 Higher Education Edition. Austin, TX: The New Media Consortium.
- Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). Trends in Global Higher Education: Tracking an Academic Revolution. A Report prepared for the UNESCO 2009 Conference on Higher Education, UNESCO. Retrieved from: <http://unesdoc.unesco.org/images/0018/001831/183168e.pdf>
- Bates, A. W. (2015). Teaching in a digital age. BC Open Textbook. Retrieved from: <http://opentextbc.ca/teachinginadigitalage/>
- Du Boulay, B., Coultas, J., & Luckin, R. (2008). How compelling is the evidence for the effectiveness of e-Learning in the post-16 sector? A review of literature in higher education, the health sector and work-based learning and a post-review stakeholder consultation. University of Sussex. Retrieved from: <http://www.sussex.ac.uk/informatics/cogslib/reports/csrp/csrp595.pdf>
- O'Neill, K., Singh, G., & O'Donoghue, J. (2004). Implementing eLearning Programmes for Higher Education: A Review of the Literature. *Journal of Information Technology Education*, 3, 313–23. doi:10.28945/304
- Redmond, P. (2011). From face-to-face teaching to online teaching: Pedagogical transitions. In G. Williams, P. Statham, N. Brown & B. Cleland (Eds.), *Changing Demands, Changing Directions* (pp. 1050-1060). ASCILITE. Retrieved from: <http://www.ascilite.org/conferences/hobart11/downloads/papers/Redmond-full.pdf>
- Sharma, R. C. (2018). *Innovative Applications of Online Pedagogy and Course Design* (pp. 1-451). Hershey, PA: IGI Global. doi:10.4018/978-1-5225-5466-0
- Technavio. (2016). *Global Corporate E-learning Market 2016-2020*. Available online at <https://www.technavio.com/report/global-education-technology-corporate-e-learning-market>

(b) Summary:

This course is designed for school teachers and educators who wish to learn the use of ICT tools in their contexts. It aims at generating their interest in implementing appropriate technology for teaching learning. This course seeks to develop digital skills which are essential in the contemporary times for the teachers. Towards this end, the course involves engaging teachers in collectively reflecting upon the need and utility of ICT tools and approaches: identifying synchronous and asynchronous tools for teaching and learning; adopting relevant modes of teaching like face-to-face, blended, online, flipped or mobile learning; understanding creative commons licences; creating open educational resources; understand technology based evaluation etc.

In this process, they will have hands-on training on a range of technology tools. This training will enable teachers to understand the ethical implications of technology,

practices and relevant theoretical frameworks towards curriculum design, delivery and implementation of their individual teaching subjects. Trying out the technology based projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the teachers with the relevant and adequate digital skills for critical and more nuanced understanding of the role of ICT in teaching and learning.

(c) Objectives:

1. Generating interest in/promoting a digital culture in teaching, learning and evaluation
2. Introducing relevant and modern ICT tools teachers can adopt easily in school conditions
3. Enabling digital skills for designing and implementing suitable teaching learning contexts for students

(d) Expected learning outcomes:

At the end of the course participants will be in the position to:

1. Explain the need for using ICT tools in teaching learning context
2. Describe the pedagogy of educational technology and use of technology in pedagogical principles of teaching and learning
3. Identify and use synchronous and asynchronous ICT tools for teaching and learning
4. Integrate relevant technology tools to various teaching modes
5. Use the technology as a platform for inclusive teaching and learning
6. Create and use Open Educational Resources
7. Understand and adopt Creative Commons Licences

(e) Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is organised in 3 modules. First module introduces types of educational technology tools which can be used by teachers and learners in educational institutions. Second module deals with types of teaching learning, for example, face-to-face, blended, online, flipped classroom and mobile learning. Third module introduces open educational resources to the participants and creative commons licences.

The organisation of these modules in this manner takes the participants to understand and develop relevant competencies in using ICT beginning from simple to advanced concepts and frameworks.

(f) Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Educational Technology Tools (6 hours)

This module will focus on the pedagogy of educational technology and use of technology in pedagogical principles of teaching and learning. This module will introduce different kinds of educational technology tools which the teachers can use in classroom settings. These tools can be grouped into synchronous and asynchronous. The participants will understand about communication tools; computing tools like word processor, spreadsheets, presentation tools; course management tools like LMS; course evaluation like ePortfolio; and knowledge bases like online encyclopaedia, online journals, online databases etc. They will also be introduced to file compression tools. The participants will learn using technology for inclusive teaching and learning. At the end, this module will discuss some of the challenges / issues involved in the use of technology in educational situations.

Essential Readings:

- Wadi D. Haddad and Alexandra Draxler (2002) *Technologies for Education: Potential, Parameters and Prospects*.
http://www.ictinedtoolkit.org/users/library/tech_for_ed_book.pdf
- *A Brief History of Educational Technology*
<http://www.dontwasteyourtime.co.uk/technology/video-a-brief-history-of-tech-in-education-edtech/>

Suggested Readings:

- Sharma, R. C. (2009). *Tools of ICT*. Available at
https://www.slideshare.net/rc_sharma/tools-of-ict

Module 2: Technological Models of Teaching Learning (10 hours)

Building on the previous module, this module focuses on introducing the participants to the concept and process of different types of technological models for imparting instructions, for example, face-to-face, blended, fully online, flipped classroom and mobile learning.

Essential Readings:

- Sharma, R., & Mishra, S. (2007). *Cases on Global E-Learning Practices: Successes and Pitfalls* (pp. 1-372). Hershey, PA: IGI Global.
doi:10.4018/978-1-59904-340-1
- <https://www.teachthought.com/learning/12-types-of-blended-learning/>
- <https://www.heacademy.ac.uk/knowledge-hub/blended-learning>
- <https://edtechnology.co.uk/Article/the-impact-of-blended-learning>
- <https://itali.uq.edu.au/about/projects/flipped-classroom-oll>
- <https://www.educationnext.org/the-flipped-classroom/>
- <http://www.edudemic.com/whats-a-flipped-classroom/>
- <https://www.edutopia.org/blog/flipped-classroom-best-practices-andrew-miller>
- *Mobile Learning: Transforming the Delivery of Education and Training* (Free pdf) <http://www.aupress.ca/index.php/books/120155>
- *The Theory and Practice of Online Learning*, second edition:
<http://www.aupress.ca/index.php/books/120146>
- *Teaching in Blended Learning Environments: Creating and Sustaining Communities of Inquiry*. <http://www.aupress.ca/index.php/books/120229>

Module 3: Open Educational Resources (10 hours)

This module will facilitate teachers to understand open educational resources. They will work closely with their colleagues and faculty mentor(s) to revise, remix, reuse the existing open resources that suit their teaching subjects. The specific focus here would be to discuss the various ethical and methodological considerations of using materials available online and offline along with the beliefs and values underlying copyright and intellectual property issues.

Essential:

- Open Educational Resources <https://fredonia.libguides.com/oeer/textbooks>
- <https://library.educause.edu/topics/teaching-and-learning/open-educational-resources-ocr>
- <http://guides.kirkwood.edu/opentextbooks>
- <https://www.oeercommons.org/>
- OER Handbook:
http://wikieducator.org/OER_Handbook/educator_version_one
- <https://libguides.lub.lu.se/c.php?g=296954&p=1983019>
- https://www.slideshare.net/rc_sharma/bridging-the-gap-oeer-for-increasing-access-openness-and-performance
- https://www.slideshare.net/rc_sharma/2014-oct8-cemcahydsession5exercisescopyright-and-open-licences
- https://www.slideshare.net/rc_sharma/2014-oct7-cemcahydsession3oeerprojects
- https://www.slideshare.net/rc_sharma/2014-oct9-cemcahydsession8the-oeers-creation

Readings for Course Teacher:

- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. & Bhanot, S. (Eds), *Educational Development through Information and Communications Technology*. 201-213. London: Kogan Page.
- Barker P (1997). Tools to support electronic lectures, *Educational Technology Review* 8: 16-20
- Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. *Australian Journal of Educational Technology*, 16(1), 26-44. Retrieved from <http://www.ascilite.org.au/ajet/ajet16/ellis.html>
- Gibbons, H. S. & Wentworth, G. P. (2001). *Andrological and pedagogical training differences for online instructors*. *Online Journal of Distance Learning Administration*, 4(3). Retrieved from http://www.westga.edu/~distance/ojdla/fall43/gibbons_wentworth43.html
- Sharma, R. C. (2009). *Tools of ICT*. Available at https://www.slideshare.net/rc_sharma/tools-of-ict
- Tinio, V.I.. (2003). *ICT in Education*. New York: UNDP. Retrieved from <http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf>
- WikiBooks:
https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of ICTs_in_Education

- https://teacher-network.in/OFR/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Textbook
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*, available at <https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf>

(ii) **Assessment Plan** (weight, mode, scheduling) for the course:

Participation (in-class): 15%

Technology Project: 25%

OFR Project: 25%

Report & Presentation: 35%

(g) Pedagogy:

a. Instructional strategies.

The course will be largely transacted in a blended, hands-on and interactive modality. A companion webpage will be created on AUD LMS to provide reading resources and hands on practice for relevant tools. The course would have regular face-to-face sessions during vacations, evenings and weekends. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom with computer, internet, projector and audio system.

c. Expertise in AUD faculty or outside

The expertise in AUD is available.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)

While formal linkages with other institutions are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.

Signature of Course Coordinator(s)

Note:

- a. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- b. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.



- c. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:

Sumit Singh

Signature of the Dean of the School

Ambedkar University Delhi

Proposal for Launch of a Course
(To be approved by the Academic Council)

School/Centre proposing the course	School of Education Studies
Programme(s)	Continuing Professional Development (CPD)
Course title	ICT in Education (Level 2)
Course code	
Total Credits	2
Course type (core/compulsory/ elective/any other – please specify)	CPD Elective
Level (Pre-doctoral/MA/PG Diploma /Certificate/UG)	Masters/ PG/ Certificate
Proposed date of launch	Winter 2019
Course coordinator and team	Prof Sitansu S Jena, Dr Ramesh C Sharma

- How does the course link with the vision of AUD?
This course is designed for aspiring and practising teachers and educators, especially those in the public system of education. It aims at making quality education accessible to practitioners. It also aims at enabling educators for effectively using technology for teaching learning process, especially in using contemporary ICT tools. This course aims at enabling educators for effectively using technology for teaching-learning process.
- How does the course link with the specific programme(s) where it is being offered?
The course may link up to the masters programmes in teacher education that SES may offer in the near future.
- Does the course connect to, build on or overlap with any other courses offered in AUD?
Currently the School is not offering a course in ICT in Education. The course may connect with most of courses in AUD because learning to integrate ICT in Education has implications for effective instructional design, adoption of suitable technology and developing relevant e-content and open source materials.
- Specific requirements on the part of students who can be admitted to this course: (Pre-requisites; prior knowledge level; any others – please specify)
In addition to the vertical mobility to the students who have successfully completed the Level 1 of this course, admission may be granted to those who will have proven skills / competence for advanced level (in accordance with learning obtained from Level 1).
- No. of students to be admitted (with justification if lower than usual cohort size is proposed):
Usual cohort size
- Course scheduling (semester; semester-long/half-semester course; workshop mode; seminar mode; any other – please specify):

CPD course to be offered during vacations/weekends/evenings.

7. **Course Details:**

a. **Rationale:**

E-learning has become an inherent tool for instructional delivery among all kinds of educational institutions and for all levels, from primary to higher, professional or technical education. New ICT tools and technologies are being developed to cater to e-learning triangle of content, technology and services. Technavio's market research (2016) reports an increasing need for training programmes for enhanced employee productivity and an adoption of advanced technologies for this purpose, this would result in a growth in corporate e-learning market at a CAGR (compound annual growth rate) of around 11% by 2020. Adams Becker et al. (2017) in NMC Horizon Report: 2017 Higher Education Edition further substantiate these predictions. The NMC Horizon Report (2017) identifies blended learning designs and collaborative learning as a key trend accelerating higher education technology adoption as a short term while growing focus on measuring learning and redesigning learning spaces as mid-term trend. Blended learning design has been among the top trends for quite some time (p.4) along with other recent technology developments like games and gamification, flipped classroom, mobile learning, augmented and virtual learning, MOOCs, adaptive learning technologies and next-generation LMS among others. All these developments have significant implications for online pedagogy and course design.

Colleges and universities are the bodies for creating, preserving and advancing the knowledge. Over few decades educational institutions have undergone big transformations and a paradigm shift can be easily observed in governance or management, methodologies, nature and scope etc. (Robertson, 2010). In this digital era, teachers and students have also been affected. There is a need for new skills sets for future because of rapidly changing job markets. Many of the skills the students learn may not have any relevance within few years from now, same applies to teachers too. A UNESCO report (2009) found a disconnect between use of new ICTs and their potential in teaching and learning (Altbach et al., 2009). Bates (2015) also suggested certain skills which are required for the knowledge world: communication skills, independent learning, ethics and responsibility, teamwork and flexibility, thinking skills and Digital skills embedded within the knowledge domain in which learning takes place (p.16). These developments (in technology, needs of students, emergence of new modes of education like MOOCs or flipped classrooms etc) have resulted in a change in approach to teaching. There is strong demand to integrate ICT into formal or face-to-face teaching and going blended or online on the part of teachers (O'Neill et al., 2004; du Boulay et al., 2008). Compounded by the developments like games and gamification, flipped classroom, mobile learning, augmented and virtual learning, MOOCs, adaptive learning technologies and next-generation LMS, teachers need to have certain skills and orientation to successfully design for these learning environments. This calls for certain pedagogical approaches

guiding the teachers, instructors and tutors to have relevant technical skills to handle LMS or various technology tools and applications, effectively design, develop, facilitate, deliver and assess a course alongwith the ability to support the social and affective or emotional well-being of students (Redmond, 2011; Sharma, 2018).

References:

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(h) Summary:

This course is designed for school teachers and educators who wish to learn the use of ICT tools in their contexts. It aims at generating their interest in implementing appropriate technology for teaching learning. This course seeks to develop digital skills which are essential for teachers in the contemporary times. Towards this end, the course involves engaging teachers in collectively reflecting upon the need and utility of ICT tools and approaches; identifying synchronous and asynchronous tools for teaching and learning; adopting relevant modes of teaching like face-to-face, blended, online, flipped or mobile learning; understanding creative commons

licences: creating open educational resources; understand technology based evaluation etc.

In this process, they will have hands-on training on a range of technology tools. This training will enable teachers to understand the ethical implications of technology, practices and relevant theoretical frameworks towards curriculum design, delivery and implementation of their individual teaching subjects. Trying out the technology based projects (with mentorship support) and sharing the results with the colleagues for feedback will be a part of the course assessment. It is hoped that such an approach will provide the teachers with the relevant and adequate digital skills for critical and more nuanced understanding of the role of ICT in teaching and learning.

(h) — Objectives:

1. Generating interest in/promoting a digital culture in teaching, learning and evaluation
2. Introducing relevant and modern ICT tools teachers can adopt easily in school conditions
3. Enabling digital skills for designing and implementing suitable teaching learning contexts for Generation Ys or Millennials

(i) Expected learning outcomes:

At the end of the course participants will be in the position to:

1. Explain the need for using ICT tools in teaching learning context
2. Identify the potential of modern technology tools for inclusive teaching learning
3. Use search engines for searching relevant content for their courses
4. Create multimedia content
5. Deliver instruction through learning management system
6. Explain the advantages of technology based evaluation tools
7. Identify the challenges in using ICT in teaching learning settings

(j) Overall structure (course organisation; rationale of organisation; brief module outlines):

This course is organised in 2 modules. First module introduces digital skills in which participants will learn using search engines, using social media for teaching and learning, using learning management systems, creating multimedia content etc. Second module deals with ICT based evaluation where the participants will learn about various technology tools, types of online activities like quizzes, polls and open badges.

The organisation of these modules in this manner takes the participants to understand and develop relevant competencies in using ICT beginning from simple to advanced concepts and frameworks.

(k) Course contents detailed in (a) week-wise format (preferable), or (b) module-wise format:

(b) (i) Module-wise Format with following details for each module:

Module 1: Digital skills for Teaching-Learning and Professional Development (25 hours including project)

The participants will implement their understanding of the concepts gained in the Level 1 ICT course which will assist them in developing relevant digital skills. The participants will work collaboratively on using search engines to locate relevant resources for their subjects, converting documents and multimedia content from one format to another, using social media for teaching learning, creating video materials and using Learning Management System (Moodle, as open source platform).

Suggested Readings:

- Digital Skills Toolkit <https://www.itu.int/en/ITU-D/Digital-Inclusion/Documents/ITU%20Digital%20Skills%20Toolkit.pdf>
- <https://www.futurelearn.com/career-advice/grow-your-digital-skills>
- <https://www.weforum.org/agenda/2016/06/8-digital-skills-we-must-teach-our-children/>
- <http://reports.weforum.org/digital-transformation/>
- <http://closingtheskillsgap.org/>
- <https://www.crissh2020.eu/future-jobs-2020-digital-skills-gap-challenges/>
- UNESCO - Digital skills for life and work
<http://unesdoc.unesco.org/images/0025/002590/259013e.pdf>

Module 2: Technology Based Evaluation (6 hours)

This module will enable the participants to use tools for assessing the learning of learners. They will be able to create online tools like quizzes or polls. They will also be able to use LMS for online assessment using various activities inbuilt into the LMS. Participants will further understand about open badges which are increasingly being used by industry to recognise the skills and competencies in a particular skillset of an individual. The participants will also learn about ePortfolio as an assessment of students' learning.

Suggested Readings:

- A framework for technology based evaluation:
<https://ieeexplore.ieee.org/document/5550111>
- Using Technology for Evaluation and Assessment:
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx>
- How can technology be used with assessment, evaluation, and curriculum redesign? :
https://www.thirteen.org/edonline/concept2class/assessment/explor_sub4.html
- https://docs.moodle.org/35/en/Quiz_activity
- Open badges: <https://openbadges.org/>



Readings for Course Teacher:

- Bahnot, B. & Fallows, S. (2002). ICT: a threat to the traditional university? In Fallows, S. & Bahnot, S. (Eds), *Educational Development through Information and Communications Technology*, 201-213. London: Kogan Page.
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- Ellis, A. & Phelps, R. (2000). Staff development for online delivery: A collaborative, team based action learning model. *Australian Journal of Educational Technology*, 16(1), 26-44. Retrieved from <http://www.ascilite.org.au/ajet/ajet16/ellis.html>
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- Tinio, V.L. (2003). ICT in Education. New York: UNDP. Retrieved from <http://www.apdip.net/publications/iespprimers/eprimer-edu.pdf>
- WikiBooks:
https://en.wikibooks.org/wiki/ICT_in_Education/The_Uses_of_ICTs_in_Education
- https://teacher-network.in/OER/index.php/ICT_teacher_handbook/Approach_to_the_ICT_Student_Textbook
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*, available at <https://darkwing.uoregon.edu/~moursund/Books/ICT/ICTBook.pdf>

(ii) Assessment Plan (weight, mode, scheduling) for the course:

1. Participation (in-class): 15%
2. Project: 50%
3. Presentation: 35%

(i) **Pedagogy:**

a. Instructional strategies:

The course will be largely transacted in a blended, hands-on and interactive modality. A companion webpage will be created on AUD LMS to provide reading resources and hands on practice for relevant tools. The course would have regular face-to-face sessions during vacations, evenings and weekends. The course facilitators may also visit the schools/ sites where the participants are working to provide onsite mentorship support.

b. Special needs (facilities, requirements in terms of software, studio, lab, clinic, library, classroom/others instructional space; any other – please specify):

Classroom with computer, internet, projector and audio system.

c. Expertise in AUD faculty or outside
The expertise in AUD is available.

d. Linkages with external agencies (e.g., with field-based organizations, hospital; any others)
While formal linkages are not essential for the transaction of the course, arrangements with the schools/Directorate of Education may have to be made.

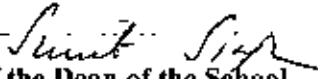
Signature of Course Coordinator(s)

Note:

- a. Modifications on the basis of deliberations in the Board of Studies (or Research Studies Committee in the case of research programmes) and the relevant Standing Committee (SCAP/SCPVCE/SCR) shall be incorporated and the revised proposal should be submitted to the Academic Council with due recommendations.
- b. Core courses which are meant to be part of more than one programme, and are to be shared across Schools, may need to be taken through the Boards of Studies of the respective Schools. The electives shared between more than one programme should have been approved in the Board of Studies of and taken through the SCAP/SCPVCE/SCR of the primary School.
- c. In certain special cases, where a course does not belong to any particular School, the proposal may be submitted through SCAP/SCPVCE/SCR to the Academic Council.

Recommendation of the School of Studies:

Suggestions:


Signature of the Dean of the School


Ambedkar University Delhi
Teacher Education Unit, School of Education Studies

Continuing Professional Development Courses for Educators: Admissions and Assessment

The School of Education Studies (SES) through its Teacher Education Unit (TEU) is initiating seven Continuing Professional Development (CPD) certificate courses for practicing and aspiring educators. The courses have been designed collaboratively with experts from other Schools and Centres of AUD, especially from the Centre for English Language Education (CELE). The Concept Note for the CPD courses as approved by the University's Academic Council is at Annexure 1.

The courses will be transacted in a blended mode (face-to-face as well as online contact). The face-to-face component will be largely organised during school vacations, weekends and/or evenings in the Winter/Monsoon semesters. The courses are being piloted in the Winter Semester 2019.

The CPD courses being piloted are in the following areas:

1. Teachers as Researchers (4 Credits)
2. English for Teachers (4 Credits)
3. Language and Literacy Instruction for Inclusive Classrooms (4 Credits)
4. Leading Change in Educational Institutions (4 Credits)
5. ICT in Education (Level 1) (2 Credits)
6. ICT in Education (Level 2) (2 Credits)

Admissions:

The admissions to these CPD courses will be on the basis of first-cum-first serve registrations. The applications received will be verified for eligibility. The eligibility will be:

1. Bachelors or Masters degree with 50% marks (45% for SC/ST) in any discipline
2. A Statement of Purpose will be a mandatory requirement of the application process.

In case there is an over enrollment for any of the courses, preference will be given to those candidates who are working or have previously worked in school system for at least 2 years.

A candidate applying for more than one courses must rank order her/his preference for courses. A candidate will only be admitted to 1 course in the pilot phase except in the case of ICT in Education courses that can be opted for simultaneously.

A course will be offered only when a minimum (10 or more) number of candidates are admitted. The maximum seats during the pilot phase are 30.

Reservation policy as applicable to other AUD programmes will apply.

Assessment:

These CPD courses in due course would link-up to a masters programme that SES will design for practicing and aspiring educators based on the response to the pilot and after due approvals. Till the time such a programme is designed, these courses will be offered as standalone courses leading to a transcript and certificate that will be issued to those candidates who complete the course requirements. The AUD assessment policy as applicable to other masters courses will be adopted for these courses. For the pilot phase, the course coordinators and the convener of CPD courses will address the matters relating to assessments and attendance.

ASD, 7/07

Santhosh

1147



**AMBEDKAR UNIVERSITY DELHI
SCHOOL OF EDUCATION STUDIES**

Minutes of the Meeting of the Board of Studies held on 25.10.2018 in the Seminar Hall at the Lodhi Road Campus, Ambedkar University Delhi

The 1st Meeting of the reconstituted Board of Studies (BoS) of the School of Education Studies (SES) was held at 10:00 AM on 25.10.2018 in the Seminar Hall, Lodhi Road Campus, Ambedkar University Delhi (AUD). The following were present:

Dr Sunita Singh Dean (O), SES, AUD	Chairperson
Dr. Parmesh Kumar Sharma Principal, Maharshi Valmiki College of Education, University of Delhi	Member
Dr Jayshree Mathur Formerly with Department of Education, University of Delhi	Member
Dr Shobha Sinha Faculty Member, Department of Education, University of Delhi	Member
Professor Sitanshu S. Jena Dean, School of Vocational Studies, AUD	Member
Professor N. Nakkeeran Faculty Member, School of Global Affairs, AUD	Member
Dr Rachna Chaudhary Faculty Member, School of Human Studies, AUD	Member
Professor Bharati Baveja Faculty Member, SES, AUD	Member
Dr Monimalika Day Faculty Member, SES, AUD	Member
Dr Manish Jain Faculty Member, SES, AUD	Member
Dr Gunjan Sharma Faculty Member, SES, AUD	Member & Convener
Regret: Dr Neerja Sharma Formerly with Lady Irwin College, University of Delhi	Member

Special Invitees:

Professor Vrinda Datta, Director, Centre for Early Childhood Education and Development, AUD



Professor Amol Padwad, Director, Centre for English Language Education (CELE), AUD

Dr Krishna Dixit, Faculty Member, CELE, AUD

Dr Monal Dewle, Faculty Member, CELE, AUD

Dr R. C. Sharma, Faculty Member, Instructional Design, AUD

Dr Shivani Nag, Faculty Member, SES, AUD

Dr Anandini Dar, Faculty Member, SES, AUD

Dr Prabhat Rai, Faculty Member, SES, AUD

Dr Rajshree Chanchal, Faculty Member, SES, AUD

Dr Nivedita Sarkar, Faculty Member, SES, AUD

Agenda for the BoS Meeting

1. To discuss the CPD plans of TEU, SES
2. To consider six CPD certificate courses for educators for launch in Winter 2019 by TEU, SES
 - i. Teachers as Researchers (4 Credits)
 - ii. English for Teachers (4 Credits)
 - iii. Language and Literacy Instruction for Inclusive Classrooms (4 Credits)
 - iv. Leading Change in Educational Institutions (4 Credits)
 - v. ICT in Education (Level 1) (2 Credits)
 - vi. ICT in Education (Level 2) (2 Credits)
3. To consider the note on Admissions and Assessments for the CPD courses

At the outset, the Chairperson extended a warm welcome to the Members of the School's reconstituted BoS and to the Special Invitees. She introduced and welcomed Professor Bharati Baveja, who has joined the Teacher Education Unit (TEU), SES in Monsoon 2018. She also extended a note of thanks to the outgoing Members of the BoS for their contributions to the deliberations on various decisions pertaining to the School.

The following were discussed in the meeting:

1.1. The CPD plans of SES

The Chairperson presented the background and agenda for the meeting by summarising the teacher education plans of SES and the developments that have led to advancing the launch of Continuing Professional Development (CPD) courses and programme(s) for educators. The Concept Note on the CPD plans as approved by AUD's Academic Council (vide Annexure 1) was introduced. In this context, SES's proposal to initiate six CPD certificate courses (PG level) for practicing and aspiring educators through TEU was presented. It was shared that these courses aim at making quality education accessible to practitioners, especially for those in the public system of education, for whom very few quality CPD opportunities are available in Delhi.



These six courses have been designed collaboratively with faculty members from CELE, SVS and Instructional Design. These are proposed for piloting in the Winter Semester 2019 (tentatively starting from 2 January). The CPD courses placed before the BoS for consideration are in the following areas

- i. Teachers as Researchers (4 Credits)
- ii. English for Teachers (4 Credits)
- iii. Language and Literacy Instruction for Inclusive Classrooms (4 Credits)
- iv. Leading Change in Educational Institutions (4 Credits)
- v. ICT In Education (Level 1) (2 Credits)
- vi. ICT in Education (Level 2) (2 Credits)

It was shared that more courses are being designed by faculty members in areas such as Social Science Education, Science Education; Inclusive Education; Gender and Critical Pedagogy; Sexuality and Education, Emotional Worlds of the School Students, Assessment, Policy and Legal Issues in Education; and Mentoring. Other areas may be added based on faculty expertise and needs of the school system. As per the approval granted by the Academic Council, these courses would be adapted (based on the experience of pilot) to formulate modular pathways leading to certificates, diploma, and a masters programme in teacher education.

After deliberations on the proposal, the BoS members made the following suggestion:

- The plan of offering pathways to certificate, diploma and degree programmes for practicing educators was appreciated. It was suggested that the CPD courses that may be approved as certificate courses should be reviewed by the TEU before incorporating them in a masters degree programme. This is mainly keeping in view the different audience of the different pathways

1.2. The outline of the course Teachers as Researchers (4 Credits)

The course outline of *Teachers as Researchers* was presented and discussed. The course is founded on the view that professionalism of teachers is based on expertise in seeking to understand and adopting a "research stance" to their own practice, and not only on given knowledge. This course adopts this understanding to prepare teachers and other educators for inquiry in their own practice. The following suggestions were made by the BoS members:

- The course was appreciated particularly for the space for dialogue/interface that it offers to create between the University and practitioners in the school system. This opportunity may present its own challenges.
- The time in which the course is transacted should be carefully considered. While the face-to-face contact for the initial part could be organised in January, the project work should ideally be carried on through the semester. Depending on the number of course participants, if needed, more AUD faculty members could be involved to mentor the project assignments

- Based on the experience of transacting the course, some of the references listed in the suggested readings (that are conceptually advanced) may be included in the core readings. This would depend on the level of the participants/students.
- A course on reflective practice that may complement this course may be developed at the time of designing the diploma/masters programme.
- Relevant readings and special sessions focussing on ethics of doing research with children should be included in the course. It was suggested that for student research across SES programmes, instituting an ethics committee should be explored. Such a body at the University level will be more useful.

The BoS resolved to recommend the course for the consideration of the AUD's Standing Committee for Professional, Vocational and Continuing Education Programmes (SCPVCE) after revisions in the outline as per the above recommendations.

1.3. The outline of the course English for Teachers (4 Credits)

The course outline of *English for Teachers* was presented and discussed. This course aims at improving the proficiency of teachers of English or other subjects taught through English and thus contributes to improving teacher quality and teaching impact. The following suggestions were made by the BoS members:

- The challenge of designing such a course for teachers was discussed. It involves balancing between the focus on developing English proficiency of teachers and the focus on teaching of English.
- The course covers different aspects of English proficiency, except 'reading' that may also be included. Silent reading and reading with comprehension may also be introduced in the course.
- The module on grammar could be reviewed to present a more complex approach. Some web resources for grammar check and readability tests may also be included.
- The linkages between *English for Teachers* and the course *Language and Literacy Instruction* may be explored when these are incorporated in diploma/degree programme.
- The course seems to be looking at English as a Second Language. This frame may be thought-through by looking at the works of Sharmila Rege (*Building Bridges*) and engaging with the questions of language and social contexts. There was a discussion on bringing-in the frame of politics of language in the course. However, it was agreed that rather than changing this course, other courses may be introduced from the politics of language perspective and other vantage points. It was also shared that CELE is already addressing the idea of "context sensitive pedagogy" in its Certificate in Teaching English to Speakers of Indian Languages.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations

1.4. The outline of the course Language and Literacy Instruction for Inclusive Classrooms (4 Credits)

The course outline of *Language and Literacy Instruction for Inclusive Classrooms* was presented and discussed. The course provides an overview of the dominant approaches to language and literacy instruction and engages with the specific strategies for teaching literacy in inclusive classrooms. The following suggestions were made by the members:

- Additional readings were suggested for incorporation in the course. These include readings on theories of comprehension, relevant chapters from *What is Worth Teaching* by Krishna Kumar, some of Rosenblatt's works, Gordon Well's *Dialogic Inquiry*, NCERT's *Mathura Pilot Project Report* and selected children's literature.
- The course title should be changed to *Language and Literacy Instruction*. The focus on inclusion can be retained in the content.
- Module 3 of the course is dense and should be reorganised to form three different modules focused on 'literacy strategies', 'literature and content area reading' and 'writing'.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.5. The outline of the course Leading Change in Educational Institutions (4 Credits)

The course outline of *Leading Change in Educational Institutions* was presented and discussed. The course is designed for facilitating greater understanding of educational change, and providing conceptual and practical tools to practice change. It aims at developing 'change literacy' among practitioners in terms of what-why-who-and-how of educational change. The following suggestions were made by the members:

- How is change understood in the course should be spelled-out in the course summary. While it is evident that the course engages with the notion of change critically and questions the normativeness of change, this should be spelled out more clearly. Elements on reflection on change may be built in the course
- A discussion on the ways in which teachers resist change and conceive alternatives should also be a part of the course. In these discussions, *Democratic Schools* by Michael Apple and *My Country School Diary* by J. W. Gordon would be helpful. Some films and documentaries (such as *Dangerous Minds*; HSTP documentaries; DPEP documentaries) may be included to critically discuss these aspects.



- Instead of focussing on the educational changes in the past 10 years, more specific changes, such as curriculum frameworks, could be identified. Along with curricular shifts, changes in the functioning and environment of schools and school culture may also be included.
- Some readings on programme and curriculum evaluation may be included in the module where change evaluation is introduced. David Hargreaves's and Peter Senge's works may be included in Module 2 of the course. Readings on different leadership styles may also be included.
- A discussion on how to sustain change could be a part of Module 4 of the course.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.6. The outlines of two courses in ICT in Education (Levels 1 and 2) (2+2 Credits)

The course outlines of *ICT in Education (Level 1)* and *ICT in Education (Level 2)* were presented and discussed. Both these courses aim at enabling educators for effectively using technology for teaching learning process, especially in using ICT tools. The following suggestions were made by the members:

- There was a discussion on whether or not a University should offer a course that is more specifically geared to impart skills that can also be acquired from other agencies. It was suggested that to address this question, academic focus needs to be built in the courses by including use of technology in pedagogy and as a platform for inclusive teaching-learning.
- The need for two levels of the ICT courses was discussed. It was suggested that rather than making the first level a prerequisite, the second course could be open for participants who may already be at the advanced level.

The BoS **resolved** to recommend the course for the consideration of the SCPVCE after revisions as per the above recommendations.

1.7. Transaction of CPD courses

The BoS members made suggestions for course transaction that were common for all the courses:


- The essential reading material for the courses should be sent as pre-reading for the course.
- Since these courses have a focus on experiential learning, the understanding that readings are integral in these learning processes (particularly assessments) may be specifically mentioned in the instructional strategies. It was clarified that focus on experiential learning is a conscious choice keeping in mind the practitioners' realities and that engaging with readings in different modalities and generating reading interests is a common underlying objective across the courses.

- The interactions with the participants of the courses should also be continuous through online contact. There is a need for AUD to plan for a more robust IT ecosystem to facilitate such CPD initiatives. SES should explore the current provisions of the IT infrastructure
- It was suggested that the experience of transacting these courses may be recorded by the course teams and utilised for further refining the outline or transaction, if needed.

1.8. Note on admissions and assessments for the CPD courses:

After deliberations, the BoS **resolved** to recommend the note on admissions and assessments for the CPD courses for the consideration of the SCPVCE

The meeting ended with a vote of thanks to the members and special invitees. A special thanks was extended to Shri Vijay Kumar, MTS, SES, for extending thorough support in making arrangements for the meeting.


BoS Chairperson
Dean (O) SES


BoS Convener

Bharat Ratna Dr. B.R.
Ambedkar University, Delhi



भारत रत्न डा. बी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

Prof. Denys P. Leighton, Chair
Advisory Committee for International Partnerships

SUMMARY REPORT
on
AUD International Activities since the meeting
of the Sixteenth Academic Council.

The ACIP is the nodal committee for AUD international relationships and academic partnerships. As such it advises on and helps manage certain international academic activities of the university that require approval by the Vice Chancellor and other regulatory authorities. The ACIP held three official meetings between July 2018 and January 2019: [on 24.09.2018, 12.11.2018 and 21.01.2019]. This summary report notes recent activities of an international scope that have involved AUD students, faculty and staff and engagements by foreign scholars with AUD. Several informal meetings and communications have happened, but only those are mentioned here that are expected to result in specific future action: e.g. signing of an MoU, student visits.

(1) ACIP hosted a workshop which is part of a Fulbright-Hays Group Project Abroad Program (main applicant: Metropolitan State University of Denver) and project title 'State and Society in Modern India: A Seminar for Colorado Educators' in June 2018. The programme featured four classes/workshops conducted by the following faculty of Ambedkar University Delhi (AUD):

- i. Dr. Shailaja Menon,
- ii. Dr. Bidhan C. Dash,
- iii. Dr. Santosh K. Singh,
- iv. Dr. Usha Mudiganti,
- v. Dr. Sanju Thomas.

(2) To manage more closely the activities the AUD partnership with Babes-Bolyai University, Cluj-Napoca, Romania under auspices of Erasmus Plus (MoU, 2015 – 20[21]), ACIP constituted a Partnership Steering Committee (PSC) with the following members:

- i. Dr. Santosh Singh (SLS),
- ii. Dr. Bidhan C. Das (SLS),
- iii. Dr. Sandeep R Singh (SoL)
- iv. Dr. Nidhi Kaicker (SBPPSE)

(3) On the recommendations of the Partnership Steering Committee for AUD-Indiana University (2016 – 2020), the following were selected to visit Indiana University in 2018 – 2019 under AUD-IU Faculty Exchange programme:



Prof. Denys P. Leighton, Chair
Advisory Committee for International Partnerships

- i. Prof. Sanjay Sharma
- ii. Dr Diamond Oberoi Vahali
- iii. Dr. Nandini Nayak

Related to the above, Competent Authority has considered the request of ACIP that the selectees be given appropriate leave (Duty Leave) and financial support from AUD for their travel to and from IU-Bloomington: their leave travel should not be counted as rationed travel per Faculty Travel and Development Grant (i.e., one funded trip in three years) but as other travel on official university duty.

- (4) ACIP has recommended signing an MoU with Heidelberg University (Germany) under Erasmus Plus scheme that would involve faculty, student and non-teaching staff exchanges. The subject/discipline areas of proposed cooperation include social sciences, humanities, environmental studies and library/information sciences
- (5) As part of the Erasmus Plus programme (in the first round of student mobility) two students of SES (Srishit Sharma, M.A. Education ECCE and Kavita Tiwari, M.A. Education) studied at Ludwigsburg University of Education, Baden-Wuerttemberg, Germany (April-July 2018).
- (6) As part of the Erasmus Plus programme (in the second round of student mobility) one student of SES (S. Gomathi, M.A. Education –Early Childhood Care and Education) has been selected to spend Summer Semester at Ludwigsburg University of Education (April-July 2019).
- (7) Ms. Tanya Chaudhary (SDS doctoral scholar S165ADS02) was selected for academic visit to Indiana University during the Fall (Monsoon) Semester 2018 (from September to December 2018)
- (8) Dr Sandeep R Singh and Dr. Bidhan Chandra Das visited Babeş-Bolyai University, Cluj-Napoca, Romania during the period 15 July - 21 July 2018 under the Erasmus Plus mobilities programme between AUD and BBU. (Travel and accommodation paid for by BBU under Erasmus Plus.)
- (9) Dr. Anandini Dar (SES) visited Indiana University during 23 July - 17 August 2018 as part of 2017 – 2018 faculty exchanges (1st round visit) (Travel costs were covered by AUD Travel Grant; local accommodation and per diem were paid by IU.)
- (10) As part of the Erasmus Plus Higher Education Staff mobility programme of Babeş-Bolyai University, Dr. Octavian Jula and Prof. Adriana Tudor-Tiron from



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Babeş-Bolyai University visited AUD during the period 22 July - 29 July 2018.
(All expenses were covered by BBU under Erasmus Plus.)

(11) On the recommendations of the ACIP, AUD hosted or recommended academic affiliation of the following

- i. Dr. Octavian Jula, Faculty of Economics and Business Departments, University of Babeş-Bolyai, Cluj – Napoca, Romania – (22-29 July 2018)
- ii. Prof. Adriana Tudor-Tiron, Faculty of Economics and Business Departments, University of Babeş-Bolyai, Cluj – Napoca, Romania – (22-29 July 2018)
- iii. Ms. Eileen Finn, English Language Fellow, sponsored by Regional English Language Officer (RELO), American Embassy, with AUD at Centre for English Language Education. – (mid-August 2018 to mid-May 2019)
- iv. Ms. Lucy Goodman, PhD Scholar, Conservation Research Institute, University of Cambridge – (November 2018-September 2021)
- v. Dr. Heather K. Bigley – Fulbright Scholar to conduct research on " Video Killed the Sage on Stage: A Comparative study of Video use in the classroom in India and US" (February - May 2019)
- vi. Ms. Monica Zaharie, Associate Professor in Human Resource Management (Babeş-Bolyai University, Faculty of Economics Administration, Cluj-Napoca, Romania) – (26.01.2019 to 02.02.2019)
- vii. Dr. Thomas Cowan, Postdoctoral Researcher, Department of Social Anthropology, University of Bergen, Norway to conduct his postdoctoral work in India. His research is part of the project entitled "Governing land in the millennium City : Smart Urbanisation and Land Governance Modernisation" (January 2019 to June 2019).
- viii. Ms. Febe De Geest, PhD Scholar, Department of Geography, Melbourne University, Australia for her dissertation fieldwork in India. Her project title is "Young People's Every Day Lives in India"
- ix. Prof. Krishna Menon issued a letter of prospective affiliation/support to Ms. Ria Mazumdar for the Fulbright U.S. Student programme to conduct research in Delhi from 2019-2020. Dr. Santosh Singh issued a letter of prospective affiliation/support to Ms. Anna Gaissert, a Fulbright Scholar applicant, for her research study in AUD during 2019

Visitors under iii-v, vii-viii were recognized as affiliated scholars per AUD agreement for student/research scholar/faculty affiliation.

(12) A proposal for establishing an International Partnerships/Affairs administrative unit in AUD that had been prepared by ACIP in 2018, and that was considered by

Shree Bhatta Dr B R
Ambedkar University, Delhi



श्री एम्. डी. आर.
अम्बेडकर विश्वविद्यालय, दिल्ली

*Prof. Denys P. Leighton, Chair
Advisory Committee for International Partnerships*

the Academic Council in its sixteenth meeting, was discussed by the AUD Board of Management in its meeting on 26.12.2018

Date: 12.02.2019



भारत का राजपत्र The Gazette of India

असाधारण

EXTRAORDINARY

भाग III—खण्ड 4

PART III—Section 4

प्राधिकार से प्रकाशित

PUBLISHED BY AUTHORITY

सं. 271]

नई दिल्ली, बुधवार, जुलाई 18, 2018/आषाढ़ 27, 1940

No. 271]

NEW DELHI, WEDNESDAY, JULY 18, 2018/ASHADHA 27, 1940

विश्वविद्यालय अनुदान आयोग

अधिसूचना

नई दिल्ली, 18 जुलाई, 2018

विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय संबंधी विनियम, 2018

सं. एफ. 1-2/2017 (ईसी/पीएस).—विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 (1956 का 3) की धारा 14 के साथ पठित धारा 28 की उपधारा (झ) के खंड (ड.) और (छ) के तहत प्रदत्त शक्तियों का प्रयोग करते हुए तथा "विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय संबंधी विनियम, 2018" (विनियम सं. एफ 3-1/2009 दिनांक 30 जून, 2010) तथा समय-समय पर इनमें किए गए सभी संशोधनों का अधिकरण करते हुए, विश्वविद्यालय अनुदान आयोग, एतद्वारा निम्नलिखित विनियमों को तैयार करता है, नामतः—

1. लघु शीर्षक, अनुप्रयोग एवं प्रवर्तन:

- 1.1 इन विनियमों को विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हताएं तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु उपाय) संबंधी विनियम, 2018 कहा जाएगा।
- 1.2 ये विनियम विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 की धारा 2 के खंड (झ) के तहत संबंधित विश्वविद्यालय के साथ परामर्श कर किसी केन्द्रीय अधिनियम, प्रांतीय अधिनियम, अथवा किसी राज्य अधिनियम के द्वारा स्थापित अथवा निगमित प्रत्येक विश्वविद्यालय, आयोग द्वारा मान्यता प्राप्त संघटित अथवा संबद्ध महाविद्यालय सहित प्रत्येक संस्थान और उक्त अधिनियम की धारा 3 के अंतर्गत प्रत्येक सम विश्वविद्यालय संस्थान पर लागू होंगे।
- 1.3 यह विनियम अधिसूचित किए जाने की तिथि से लागू होंगे।
2. उच्चतर शिक्षा में मानकों को बनाए रखने के एक उपाय के रूप में विश्वविद्यालय और महाविद्यालय शिक्षकों, पुस्तकालयों और निदेशक, शारीरिक शिक्षा और खेलकूद की नियुक्ति और अन्य सेवा शर्तों की न्यूनतम अर्हताएं इन विनियमों के अनुबन्ध में दी जाएंगी।
3. यदि कोई विश्वविद्यालय इन विनियमों के उपबंधों का उल्लंघन करता है तो ऐसे उल्लंघन किए जाने अथवा इस प्रकार उपबंधों का पालन करने में असफल रहने पर उक्त विश्वविद्यालय द्वारा दिया गया कारण, यदि कोई हो, पर विचार करते हुए आयोग, अपनी निधियों में से विश्वविद्यालय को प्रदान किए जाने वाले प्रस्तावित अनुदानों को रोक सकता है।

विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हताएं तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु उपाय संबंधी विनियम, 2018

विश्वविद्यालयों और महाविद्यालयों में वरिष्ठ आचार्य, आचार्य और शिक्षकों और अन्य शैक्षणिक कर्मियों के पदों के लिए न्यूनतम अर्हताएं और ऐसे पदों से संबंधित वेतनमान और अन्य सेवा शर्तों का पुनरीक्षण।

1.0 व्याप्ति

इन विनियमों को उच्चतर शिक्षा में मानकों को बनाए रखने और वेतनमान की पुनरीक्षा के लिए विश्वविद्यालय और महाविद्यालय शिक्षकों और पुस्तकालय, शारीरिक शिक्षा एवं खेलकूद निदेशकों के संवर्गों में नियुक्ति एवं अन्य सेवा शर्तों हेतु न्यूनतम अर्हताओं के लिए जारी किया गया है।

1.1 विश्वविद्यालयी और महाविद्यालयी शिक्षा के संबंध में विद्याओं अन्य बातों के साथ— साथ स्वास्थ्य, चिकित्सा, विशेष शिक्षा, कृषि, पशु चिकित्सा और संबद्ध क्षेत्रों, तकनीकी शिक्षा, अध्यापक शिक्षा में शिक्षक के पदों पर सीधी भर्ती के प्रयोजनार्थ संविधान के अनुच्छेद 246 के तहत संसद के संगत अधिनियम द्वारा स्थापित प्राधिकरणों द्वारा उच्चतर शिक्षा अथवा अनुसंधान और वैज्ञानिक और तकनीकी संस्थाओं के लिए समन्वय और मानकों का निर्धारण करने के लिए निर्धारित किए गए मानदंड अथवा मानक प्रचलित होंगे,

- i. बशर्ते कि, उस स्थिति में जहां किसी विनियामक प्राधिकरण द्वारा कोई मानदंड या मानक निर्धारित नहीं किए गए हैं, उस स्थिति में उपर्युक्त वि०अ०आ० विनियम उस समय तक लागू होंगे जब तक कि उपर्युक्त विनियामक प्राधिकारी द्वारा कोई मानक या मानदंड निर्धारित नहीं किए जाएं।
- ii. बशर्ते आगे कि, उन विद्याओं, जिनमें सहायक आचार्य और समतुल्य पदों पर नियुक्ति, राष्ट्रीय पात्रता परीक्षा (एनईटी) के माध्यम से की गई हो, जिसका आयोजन विश्वविद्यालय अनुदान आयोग अथवा वैज्ञानिक और औद्योगिक अनुसंधान परिषद्, जैसा भी मामला हो, द्वारा किया गया हो अथवा राज्य स्तरीय पात्रता परीक्षा (एसएलईटी) अथवा राज्य पात्रता परीक्षा (एसईटी), जिन्हें उक्त प्रयोजनार्थ वि०अ०आ० द्वारा प्रत्यायित निकायों द्वारा आयोजित किया गया हो उनमें एनईटी/एसईएलटी/एसईटी में अर्हता प्राप्त करना एक अतिरिक्त अपेक्षा होगी।

1.2 प्रत्येक विश्वविद्यालय अथवा सम विश्वविद्यालय संस्थान, जैसा भी मामला हो, यथाशीघ्र किंतु इन विनियमों के लागू होने के छह महीने के भीतर, इन्हें अमिशासित करने वाली संविधियों, अध्यादेश अथवा अन्य सांविधिक उपबंधों में संशोधन के लिए प्रभावी कदम उठाएगा, ताकि इन्हें उपर्युक्त विनियमों के अनुरूप लाया जा सके।

2.0 वेतनमान, वेतन निर्धारण और अधिवर्षिता की आयु भारत सरकार द्वारा समय-समय पर अधिसूचित वेतनमान को विश्वविद्यालय अनुदान आयोग द्वारा अंगीकार किया जाएगा।

2.1 रिक्त पदों की उपलब्धता और स्वास्थ्य के अधीन सहायक आचार्य, सह आचार्य, आचार्य और वरिष्ठ आचार्य जैसे शिक्षकों को संबंधित विश्वविद्यालयों, महाविद्यालयों और संस्थानों में यथा लागू अधिवर्षिता की आयु के उपरांत भी संविदा आधार पर सत्तर वर्ष की आयु तक पुनर्नियुक्ति किया जा सकता है।

बशर्ते आगे कि ऐसी सभी पुनर्नियुक्तियां समय-समय पर वि०अ०आ० द्वारा निर्धारित दिशानिर्देशों का कड़ाई से पालन करते हुए की जाएंगी।

2.2 वेतनमान की पुनरीक्षा को लागू करने की तिथि दिनांक 01 जनवरी, 2016 होगी।

3.0 नियुक्ति और अर्हताएं

3.1 विश्वविद्यालयों और महाविद्यालयों में सहायक आचार्य, सह आचार्य और आचार्य के पदों और विश्वविद्यालयों में वरिष्ठ आचार्य के पदों पर सीधी भर्ती अखिल भारतीय विज्ञापन के माध्यम से गुणावगुण के आधार पर इन विनियमों के तहत किए गए उपबंधों के अंतर्गत विधिवत रूप से गठित चयन समिति द्वारा चयन के आधार पर किया जाएगा। इन उपबंधों को संबंधित विश्वविद्यालय की संविधियों/ अध्यादेशों में सम्मिलित किया जाएगा। ऐसी समिति की संरचना इन विनियमों में विनिर्दिष्ट की गई शर्तों के अनुसार होगी।

3.2 सहायक आचार्य, सह आचार्य, आचार्य, वरिष्ठ आचार्य, प्राचार्य, सहायक पुस्तकालय, उप पुस्तकालय, पुस्तकालय, शारीरिक शिक्षा और खेलकूद सहायक निदेशक, शारीरिक शिक्षा और खेलकूद उप निदेशक तथा शारीरिक शिक्षा और खेलकूद निदेशक के पदों के लिए अपेक्षित न्यूनतम अर्हताएं वि०अ०आ० द्वारा इन विनियमों में यथा विनिर्दिष्ट होगी।

3.3

1. जहां कहीं भी इन विनियमों में यह उपबंधित हो, राष्ट्रीय पात्रता परीक्षा (एनईटी) अथवा प्रत्यायित परीक्षा (राज्य स्तरीय पात्रता परीक्षा एसएलईटी/एसईटी) सहायक आचार्य और समकक्ष पदों की नियुक्ति के लिए न्यूनतम पात्रता बनी रहेगी, इसके अतिरिक्त, एसएलईटी/एसईटी केवल संबंधित राज्य के विश्वविद्यालयों/महाविद्यालयों/संस्थाओं में सीधी भर्ती के लिए न्यूनतम पात्रता के रूप में मान्य होगा।

बशर्ते कि ऐसे अभ्यर्थी जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2009 अथवा विश्वविद्यालय अनुदान आयोग (एमफिल/पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2016 और समय-समय पर इनमें बाद में किए गए संशोधनों, जैसा भी मामला हो, के अनुसार पीएचडी की उपाधि प्रदान की गई हो, को किसी भी विश्वविद्यालय, महाविद्यालय अथवा संस्थान में सहायक आचार्य या समकक्ष पद पर भर्ती या नियुक्ति के लिए एनईटी/एसएलईटी/एसईटी की न्यूनतम पात्रता शर्त अपेक्षा से छूट प्रदान की जाएगी।

बशर्ते आगे कि दिनांक 11 जुलाई, 2009 से पूर्व एमफिल/ पीएचडी कार्यक्रम के लिए पंजीकृत अभ्यर्थियों को उपाधि प्रदान किया जाना, उपाधि प्रदान करने वाली संस्थाओं के तत्कालीन मौजूदा अध्यादेशों/उपनियमों/ विनियमों के उपबंधों द्वारा अभिशासित होगा। ऐसे सभी पीएचडी धारक अभ्यर्थियों को निम्नलिखित शर्तों को पूरा करने के अध्यक्षीन विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सहायक आचार्य अथवा समतुल्य पदों पर भर्ती और नियुक्ति के लिए एनईटी/ एसएलईटी/ एसईटी की अपेक्षाओं से छूट प्रदान की जाएगी:

(क) अभ्यर्थी को पीएचडी की उपाधि केवल नियमित शिक्षा पद्धति के माध्यम से प्रदान की गई हो;

(ख) पीएचडी शोध प्रबंध कम से कम दो बाह्य परीक्षकों द्वारा प्रदान किया गया हो;

(ग) पीएचडी के लिए अभ्यर्थी की एक खुली मौखिक परीक्षा आयोजित की गई हो;

(घ) अभ्यर्थी ने अपने पीएचडी कार्य को दो अनुसंधान पत्रों को प्रकाशित किया हो जिनमें से कम से कम एक संदर्भित जर्नल में प्रकाशित हुआ हो,

(ङ) अभ्यर्थी ने विश्वविद्यालय अनुदान आयोग/ आईसीएसएसआर/ सीएसआईआर अथवा ऐसी की किसी एजेंसी द्वारा प्रायोजित/ वित्तपोषित / सहायता प्राप्त सम्मेलनों/ विचार गोष्ठियों में अपने पीएचडी कार्यों के आधार पर कम से कम दो पत्रों को प्रस्तुत किया हो;

इन शर्तों को पूरा करने को संबंधित विश्वविद्यालय के कुल सचिव अथवा संकाय अध्यक्ष (शैक्षणिक कार्य) द्वारा अधिप्रमाणित किया जाए।

11. ऐसे विषयों में एनईटी/ एसएलईटी/ एसईटी को उत्तीर्ण करना अभ्यर्थियों के लिए आवश्यक नहीं होगा जिनके लिए एनईटी/ एसएलईटी/ एसईटी आयोजित नहीं की गई हो।
- 3.4 किसी भी स्तर पर शिक्षकों और अन्य समान संवर्गों की सीधी भर्ती के लिए निष्णात स्तर पर न्यूनतम 55 प्रतिशत (अथवा प्वाइंट स्केल में समतुल्य ग्रेड, जहां कहीं भी ग्रेडिंग प्रणाली का अनुसरण किया जाता है) अनिवार्य योग्यताएं होंगी।
1. सीधी भर्ती हेतु अर्हता के उद्देश्य और बेहतर शैक्षणिक रिकार्ड के मूल्यांकन के लिए अनुसूचित जाति/ अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग (अपिव) (असंपन्न वर्ग)/ निशक्त ((क) दृष्टिहीनता अथवा निम्न दृश्यता; (ख) बधिर और कम सुनाई देना, (ग) लोकोमोटर निशक्ता साथ ही सेरेब्रल पालसी, कुष्ठ उपचारित, नाटापन, अम्लीय हमले के पीड़ित और मस्खूलर डिस्ट्रोफी; (घ) विचार भ्रम (आटिज्म), बौद्धिक निशक्ता, विशिष्ट अधिगम निशक्ता और मानसिक अस्वस्थता; (ङ) गुंगापन- अंधापन सहित (क) से (घ) के तहत व्यक्तियों में से बहु निशक्ता) से जुड़े अभ्यर्थियों के लिए स्नातकपूर्व और स्नातकोत्तर स्तर पर 5 प्रतिशत की छूट प्रदान की जाएगी। 55 प्रतिशत के पात्रता अंकों (अथवा जहां कहीं भी ग्रेडिंग प्रणाली का अनुसरण किया जाता है उस स्थिति में किसी प्वाइंट स्केल में समतुल्य ग्रेड) और रियायत अंक प्रक्रिया सहित, यदि कोई हो तो, के आधार पर अर्हता अंक में उपर्युक्त उल्लिखित श्रेणियों के लिए 5 प्रतिशत की छूट अनुमेय है।
- 3.5 उन पीएचडी उपाधि धारक अभ्यर्थियों को 5 प्रतिशत (55 प्रतिशत अंक से कम करके 50 प्रतिशत अंक तक) की छूट प्रदान की जाएगी जिन्होंने दिनांक 19 सितम्बर, 1991 से पूर्व निष्णात उपाधि प्राप्त की है।
- 3.6 एक संगत ग्रेड जिसे निष्णात स्तर पर 55 प्रतिशत के समरूप माना जाता है, जहां कहीं भी किसी मान्यता प्राप्त विश्वविद्यालय में स्नातकोत्तर स्तर पर ग्रेडिंग प्रणाली लागू है, को भी वैध माना जाएगा।
- 3.7 आचार्य के पद पर नियुक्ति और पदोन्नति के लिए पीएचडी उपाधि अनिवार्य अर्हता होगी।
- 3.8 सह आचार्य के पद पर नियुक्ति और पदोन्नति के लिए पीएचडी की उपाधि अनिवार्य अर्हता होगी।
- 3.9 विश्वविद्यालयों में सहायक आचार्य (चयन ग्रेड/ शैक्षणिक स्तर 12) के पद पर पदोन्नति के लिए पीएचडी की उपाधि अनिवार्य अर्हता होगी।
- 3.10 दिनांक 01 जुलाई, 2021 से विश्वविद्यालयों में सहायक आचार्य के पद पर सीधी भर्ती के लिए पीएचडी उपाधि अनिवार्य अर्हता होगी।
- 3.11 शिक्षण पदों पर नियुक्ति के लिए दावे हेतु एमफिल और/ अथवा पीएचडी उपाधि प्राप्त करने में अभ्यर्थियों द्वारा लिए गए समय पर शिक्षण/ अनुसंधान अनुभव के रूप में विचार नहीं किया जाएगा। इसके अतिरिक्त, कोई अवकाश लिए बिना शिक्षण कार्य के साथ अनुसंधान उपाधि प्राप्त करने में व्यतीत की गई सक्रिय सेवा अवधि को सीधी भर्ती/ पदोन्नति के उद्देश्य के लिए शिक्षण अनुभव माना जाएगा। कुल संकाय संख्या (चिकित्सा/ मातृत्व छुट्टी पर गए संकाय सदस्यों के अलावा) के बीस प्रतिशत तक नियमित

आधार पर कार्यरत संकाय सदस्यों को अपनी संस्थाओं में पीएचडी की उपाधि के लिए अध्ययन छुट्टी लेने की अनुमति प्रदान की जाएगी।

3.12 अर्हताएं:

विश्वविद्यालय अनुदान आयोग अधिनियम, 1956 की धारा 2 के खंड (घ) के तहत मान्यता प्राप्त संघटित अथवा संबद्ध महाविद्यालयों सहित कोई विश्वविद्यालय अथवा कोई संस्थान अथवा उक्त अधिनियम की धारा 3 के तहत सम विश्वविद्यालय संस्थान में विश्वविद्यालय और महाविद्यालय शिक्षक, पुस्तकालय अथवा शारीरिक शिक्षा और खेलकूद निदेशक के पद पर किसी व्यक्ति की नियुक्ति नहीं होगी जबतक कि व्यक्ति इन विनियमों की अनुसूची 1 में उपर्युक्त पद के लिए यथा उपबंधित अर्हताओं के रूप में अपेक्षाओं को पूरा नहीं करता हो।

4.0 सीधी भर्ती

4.1 कला, वाणिज्य, मानविकी, शिक्षा, विधि, सामाजिक विज्ञान, विज्ञान, भाषाओं, पुस्तकालय विज्ञान, शारीरिक शिक्षा और पत्रकारिता तथा जन संपर्क विधाओं के लिए

I. सहायक आचार्य:

पात्रता (क अथवा ख):

क.

i) किसी भारतीय विश्वविद्यालय से संबंधित /सगत/ संबद्ध विषय में 55 प्रतिशत अंक के साथ निष्णात उपाधि (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो वहां प्वाइंट स्केल में समतुल्य ग्रेड) अथवा किसी प्रत्यायित विदेशी विश्वविद्यालय से समतुल्य उपाधि।

ii) उपर्युक्त अर्हताओं को पूरा करने के साथ-साथ अभ्यर्थी ने विश्वविद्यालय अनुदान आयोग अथवा सीएसआईआर द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (एनईटी) उत्तीर्ण की हो अथवा विश्वविद्यालय अनुदान आयोग द्वारा प्रत्यायित इसी प्रकार की परीक्षा यथा एसएलईटी /एसईटी उत्तीर्ण की हो अथवा जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/ पीएचडी उपाधि के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2009 अथवा 2018 और समय-समय पर इनमें बाद में किए गए संशोधनों, जैसा भी मामला हो, के अनुसार पीएचडी की उपाधि प्रदान की गई हो, उन्हें एनईटी/ एसएलईटी/ एसईटी से छूट प्रदान की जाएगी:

इसमें कि दिनांक 11 जुलाई, 2009 से पूर्व एमफिल/ पीएचडी कार्यक्रम के लिए पंजीकृत अभ्यर्थियों को उपाधि प्रदान करने वाली संस्थाओं के तत्कालीन विद्यमान अध्यादेशों/ उपनियमों/ विनियमों के उपबंधों द्वारा अभिशासित होंगे। ऐसे सभी पीएचडी धारक अभ्यर्थियों को निम्नलिखित शर्तों को पूरा करने के अद्यधीन विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सहायक आचार्य अथवा समतुल्य पदों पर भर्ती और नियुक्ति के लिए एनईटी/ एसएलईटी/ एसईटी की अपेक्षा से छूट प्रदान की जाएगी :-

(क) अभ्यर्थी को पीएचडी की उपाधि केवल नियमित पद्धति से प्रदान की गई हो,

(ख) पीएचडी शोध प्रबंध का मूल्यांकन कम से कम दो बाह्य परीक्षकों द्वारा किया गया हो;

(ग) पीएचडी के लिए अभ्यर्थी की एक खुली मौखिक परीक्षा आयोजित की गई हो;

(घ) अभ्यर्थी ने अपने पीएचडी कार्य से दो अनुसंधान पत्रों को प्रकाशित किया हो जिनमें से कम से कम एक संदर्भित जर्नल में प्रकाशित हुआ हो;

(ङ) अभ्यर्थी ने वि0अ0आ0/ आईसीएसएसआर/ सीएसआईआर अथवा ऐसी की किसी एजेंसी द्वारा प्रायोजित/ वित्तपोषित / सहायता प्राप्त सम्मेलनों/ विचार गोष्ठियों में अपने पीएचडी कार्यों के आधार पर कम से कम दो पत्रों को प्रस्तुत किया हो,

इन शर्तों को पूरा करने को संबंधित विश्वविद्यालय के कुल सचिव अथवा संकाय अध्यक्ष (शैक्षणिक कार्य) द्वारा सत्यापित किया जाए।

नोट: ऐसी विधाओं में निष्णात कार्यक्रमों के लिए एनईटी/एसएलईटी/ एसईटी अर्हता अपेक्षित नहीं होगी जिनमें वि0अ0आ0, सीएसआईआर द्वारा एनईटी/ एसएलईटी/ एसईटी अथवा वि0अ0आ0 द्वारा प्रत्यायित इसी प्रकार की परीक्षा जैसे एनईटी/ एसएलईटी आदि आयोजित नहीं की जाती है।

अथवा

ख. (i) क्वैबेरेली सायमंड (क्यूएस) (ii) दि टाइम्स हायर एजुकेशन (टीएचई) अथवा (iii) शघाई जियाओ टोंग यूनिवर्सिटी (शघाई) के विश्व के विश्वविद्यालयों की शैक्षणिक रैंकिंग (एआरडब्ल्यू) द्वारा संपूर्ण विश्व में विश्वविद्यालय रैंकिंग में विश्व के शीर्षतम 500

रैंक वाले विदेशी विश्वविद्यालय/ संस्थान (किसी भी समय) से पीएचडी की उपाधि निम्नलिखित में से किसी एक से प्राप्त की गई हो।

नोट: विश्वविद्यालयों के लिए विनिर्दिष्ट परिशिष्ट II (तालिका 3क) और महाविद्यालयों के लिए विनिर्दिष्ट परिशिष्ट II (तालिका 3ख) में यथा विनिर्दिष्ट शैक्षणिक प्राप्तांकों पर केवल साक्षात्कार के लिए चुनने हेतु विचार किया जाएगा और चयन इस साक्षात्कार में किये गए प्रदर्शन पर आधारित होगा।

II. सह आचार्य:

अर्हता:

- i) संबंधित/ संबद्ध/ संगत विद्याओं में पीएचडी की उपाधि के साथ बेहतरीन शैक्षणिक रिकार्ड।
- ii) कम से कम 55 प्रतिशत अंकों के साथ निष्ठात उपाधि (अथवा जहाँ कहीं भी ग्रेडिंग प्रणाली लागू हो वहाँ, प्वाइंट स्केल में समतुल्य ग्रेड)।
- iii) किसी भी शैक्षणिक/ अनुसंधान पद पर शिक्षण और/ अथवा अनुसंधान में न्यूनतम आठ वर्षों का अनुभव जो किसी विश्वविद्यालय, महाविद्यालय अथवा प्रत्यायित अनुसंधान संस्थान/ उद्योग में सहायक आचार्य के समान हो तथा समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में न्यूनतम सात प्रकाशनों का अनुभव और परिशिष्ट दो, तालिका 2 में दिए गए मानदंडों के अनुसार अनुसंधान में कुल पचहत्तर (75) अंकों के अनुसंधान प्राप्तांक।

III. आचार्य:

पात्रता (क अथवा ख) :

क.

- i) प्रतिष्ठित विद्वान जिसे संबंधित/ संबद्ध/ संगत विषय में पीएचडी की उपाधि प्राप्त हो और उच्च गुणवत्ता वाला प्रकाशन कार्य किया हो तथा प्रकाशित कार्य के साक्ष्य के साथ-साथ अनुसंधान में सक्रिय रूप से शामिल हो तथा समकक्ष व्यक्ति समीक्षित अथवा विश्वविद्यालय अनुदान आयोग सूचीबद्ध जर्नलों में न्यूनतम दस वर्षों का प्रकाशन अनुभव एवं परिशिष्ट- II, तालिका दो में दिए गए मानदंडों के अनुसार कुल 120 शोध प्राप्तांक अर्जित किए हों।
- ii) विश्वविद्यालय/ महाविद्यालय में सहायक आचार्य/ सह आचार्य/ आचार्य स्तर पर न्यूनतम दस वर्ष का शैक्षणिक अनुभव और/ अथवा विश्वविद्यालय/ राष्ट्रीय स्तर की संस्थाओं में समतुल्य स्तर पर शोध अनुभव के साथ सफल रूप से डाक्टोरल अभ्यर्थियों का मार्गदर्शन करने का साक्ष्य हो।

अथवा

- ख. उपर्युक्त- क/ उद्योग में शामिल नहीं किए गए किसी भी संस्थान से संगत/ संबद्ध/ अनुप्रयुक्त विद्याओं में पीएचडी की उपाधि प्राप्त तथा दस्तावेजी साक्ष्य द्वारा समर्थित उत्कृष्ट पेशेवर जिन्होंने संबंधित/ संबद्ध/ संगत विषय में ज्ञान में महत्वपूर्ण योगदान दिया हो, बशर्ते कि उसे दस वर्षों के अनुभव हो।

IV. विश्वविद्यालयों में वरिष्ठ आचार्य

विश्वविद्यालय में आचार्यों की विद्यमान संस्वीकृत संख्या के 10 प्रतिशत संख्या तक सीधी भर्ती के माध्यम से विश्वविद्यालयों में वरिष्ठ आचार्य के रूप में नियुक्ति किया जा सकता है।

पात्रता:

- i) कोई प्रतिष्ठित विद्वान जिसका समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च गुणवत्ता वाले अनुसंधान प्रकाशन का बेहतर निष्पादन रिकार्ड हो तथा इन विद्याओं में महत्वपूर्ण अनुसंधान योगदान और अनुसंधान पर्यवेक्षण किया हो।
- ii) किसी विश्वविद्यालय, महाविद्यालय अथवा राष्ट्रीय स्तर की किसी संस्थान में आचार्य के रूप में अथवा समतुल्य ग्रेड में शिक्षण/ अनुसंधान का न्यूनतम दस वर्षों का अनुभव हो।
- iii) यह चयन शैक्षणिक उपलब्धियों, तीन प्रतिष्ठित विषय विशेषज्ञ, जो वरिष्ठ आचार्य के पद से कम न हों, अथवा कम से कम दस वर्षों के अनुभव वाले आचार्य की अनुकूल समीक्षा पर आधारित होगा।
- iv) यह चयन, समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० के सूचीबद्ध जर्नलों में सर्वोत्तम दस प्रकाशनों और वि०अ०आ० विनियमों के अनुसार गठित चयन समिति के साथ सहक्रिया के साथ-साथ पिछले 10 वर्षों के दौरान उनकी पर्यवेक्षण में कम से कम दो अभ्यर्थियों को पीएचडी की उपाधि प्रदत्त किए जाने पर आधारित होगा।

V. महाविद्यालय प्राचार्य और आचार्य (प्राचार्य का ग्रेड)

क. पात्रता:

- i.) पीएचडी की उपाधि।
- ii.) विश्वविद्यालयों, महाविद्यालयों और उच्चतर शिक्षा की अन्य संस्थाओं में कम से कम पंद्रह वर्षों के शिक्षण/ अनुसंधान की सेवा/ अनुभव के साथ कोई आचार्य/ सह आचार्य।
- iii.) समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नल में कम से कम 10 अनुसंधान प्रकाशन।
- iv.) परिशिष्ट II, तालिका 2 के अनुसार न्यूनतम 110 अनुसंधान प्राप्तिक।

ख. अवधि

(i) किसी महाविद्यालय प्राचार्य को पांच वर्षों की अवधि के लिए नियुक्त किया जाएगा जिसका कार्यकाल इन विनियमों के अनुसार इस विश्वविद्यालय द्वारा गठित समिति द्वारा कार्यनिष्पादन मूल्यांकन के आधार पर पांच वर्ष की दूसरी अवधि के लिए बढ़ाया जा सकता है।

(ii) प्राचार्य के रूप में अपना कार्यकाल पूर्ण करने के पश्चात् पदधारी आचार्य के ग्रेड में आचार्य के पदनाम के साथ अपने मूल कार्यालय में पुनः कार्यभार ग्रहण करेगा।

VI. उप प्राचार्य

किसी मौजूदा वरिष्ठ संकाय सदस्य को दो वर्षों की अवधि के लिए प्राचार्य की सिफारिश पर महाविद्यालय के शासी निकाय द्वारा उप प्राचार्य के रूप में पदनामित किया जा सकता है जिन्हें उनके मौजूदा उत्तरदायित्वों के अतिरिक्त विशिष्ट कार्य सौंपे जा सकते हैं। किसी भी कारण से, प्राचार्य के अनुपस्थित होने पर उप प्राचार्य, प्राचार्य के शक्तियों का प्रयोग करेगा।

4.2. संगीत, परफार्मिंग आर्ट्स, विजुअल आर्ट्स और अन्य परंपरागत भारतीय कला स्वरूपों तथा शिल्पकला आदि।

I. सहायक आचार्य:

पात्रता (क अथवा ख):

क.

- i) किसी भारतीय/ विदेशी विश्वविद्यालय से संबंधित विषय अथवा किसी समतुल्य उपाधि में कम से कम 55 प्रतिशत अंकों के साथ निष्पात उपाधि (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो प्वाइंट स्केल में समतुल्य ग्रेड)।
- ii) उपर्युक्त अर्हताओं को पूरा करने के साथ-साथ अभ्यर्थी ने वि०अ०आ० अथवा सीएसआईआर द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (एनईटी) उत्तीर्ण की हो अथवा वि०अ०आ० द्वारा प्रत्यायित इसी प्रकार की परीक्षा यथा एसएलईटी/ एसईटी उत्तीर्ण की हो अथवा जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/ पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2009 अथवा 2016 और समय-समय पर इनमें बाद में किए गए संशोधनों, जैसा भी मामला हो, के अनुरूप पीएचडी की उपाधि प्रदान की गई हो।

नशर्त आगे कि दिनांक 11 जुलाई, 2009 से पूर्व एमफिल/ पीएचडी कार्यक्रम के लिए पंजीकृत अभ्यर्थियों को उपाधि प्रदान करने वाली संस्थाओं के तत्कालीन विद्यमान अध्यादेशों/ उपनियमों/ विनियमों के उपबंधों द्वारा अभिशासित होंगे। ऐसे सभी पीएचडी धारक अभ्यर्थियों को निम्नलिखित शर्तों को पूरा करने के अध्याधीन विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सहायक आचार्य अथवा समतुल्य पदों पर भर्ती और नियुक्ति के लिए एनईटी/एसएलईटी/एसईटी की अपेक्षा से छूट प्रदान की जाएगी :-

- (क) अभ्यर्थी को पीएचडी की उपाधि केवल नियमित पद्धति से प्रदान की गई हो;
- (ख) पीएचडी शोध प्रबंध का मूल्यांकन कम से कम दो बाह्य परीक्षकों द्वारा किया गया हो;
- (ग) पीएचडी के लिए अभ्यर्थी की एक खुली मौखिक परीक्षा आयोजित की गई हो;
- (घ) अभ्यर्थी ने अपने पीएचडी कार्य से दो अनुसंधान पत्रों को प्रकाशित किया हो जिनमें से कम से कम एक सदर्थित जर्नल में प्रकाशित हुआ हो;
- (ङ) अभ्यर्थी ने वि०अ०आ०/ एआईसीटीई/ आईसीएसएसआर/ सीएसआईआर अथवा ऐसी की किसी अन्य एजेंसी द्वारा प्रायोजित/ वित्तपोषित / सहायता प्राप्त सम्मेलनों/ विचार गोष्ठियों में अपने पीएचडी कार्यों के आधार पर कम से कम दो पत्रों को प्रस्तुत किए हों;

नोट 1: इन शर्तों को पूरा करने को संबंधित विश्वविद्यालय के कुल सचिव अथवा संकाय अध्यक्ष (शैक्षणिक कार्य) द्वारा अनुप्रमाणित किया जाए।

नोट 2: ऐसी विधाओं में निष्णात कार्यक्रमों के लिए एनईटी/एसएलईटी/ एसईटी उत्तीर्ण किया जाना अपेक्षित नहीं होगा जिसके लिए वि०अ०आ०, सीएसआईआर द्वारा एनईटी/ एसएलईटी/ एसईटी अथवा वि०अ०आ० द्वारा प्रत्यायित समान परीक्षा (जैसे एसईएलटी/ एसईटी) आयोजित नहीं की जाती है।

अथवा

ख. एक परंपरागत अथवा पेशेवर कलाकार जिसकी संबंधित विधा में अत्यंत उल्लेखनीय पेशेवर उपलब्धि रही हो और जिन्हें स्नातक की उपाधि प्राप्त हो, जिन्होंने:

- i) प्रसिद्ध परंपरागत उस्ताद(दों)/ कलाकार(रों) के अधीन अध्ययन किया हो।
- ii) वह आकाशवाणी/ दूरदर्शन में 'क' श्रेणी का कलाकार रहा हो;
- iii) वह संबंधित विषय में तार्किक तर्कशक्ति के साथ व्याख्या करने की क्षमता रखता हो; और
- iv) संबंधित विधा में सदोहारण सिद्धांत पढ़ाने के लिए पर्याप्त ज्ञान से सम्पन्न हो।

II. सह आचार्य :

पात्रता (क अथवा ख):

क.

- i) डॉक्टरल उपाधि के साथ बेहतर शैक्षणिक रिकार्ड।
- ii) उच्च पेशेवर मानक के साथ कार्यनिष्पादन क्षमता।
- iii) किसी विश्वविद्यालय अथवा महाविद्यालय में शिक्षण कार्य में आठ वर्ष का अनुभव और/ अथवा किसी विश्वविद्यालय/ राष्ट्रीय स्तर के संस्थान में अनुसंधान में आठ वर्ष का अनुभव जोकि किसी विश्वविद्यालय/ महाविद्यालय में सहायक आचार्य के समतुल्य हो।
- iv) उन्होंने गुणवत्तापूर्ण प्रकाशन द्वारा यथा प्रमाणित संबंधित विषय में ज्ञान में महत्वपूर्ण योगदान दिया हो।

अथवा

ख. एक परंपरागत अथवा पेशेवर कलाकार जिसकी संबंधित विषय में अत्यंत उल्लेखनीय पेशेवर उपलब्धि हो और जिन्हें संबंधित विषय में निष्णात उपाधि प्राप्त की हो, जो

- i) आकाशवाणी / दूरदर्शन में 'क' श्रेणी का कलाकार रहा हो;
- ii) विशेषज्ञता के क्षेत्र में आठ वर्ष की उल्लेखनीय कार्यनिष्पादन उपलब्धि रही हो;
- iii) नए पाठ्यक्रम और/ अथवा पाठ्यचर्या का तैयार करने का अनुभव रहा हो;
- iv) प्रसिद्ध संस्थाओं में राष्ट्रीय स्तर की विचार गोष्ठियों/सम्मेलनों /संगीतगोष्ठियों में भाग लिया हो, और

v) वह संबंधित विषय में तार्किक तर्कशक्ति के साथ व्याख्या करने की क्षमता रखता हो और उक्त विधा में सदोहारण सिद्धांत पढ़ाने के लिए पर्याप्त ज्ञान से सम्पन्न हो।

III. आचार्य :

पात्रता (क अथवा ख):

क.

- i) डॉक्टरल उपाधि के साथ प्रतिष्ठित विद्वान।
- ii) विश्वविद्यालय/ महाविद्यालय में शिक्षण और/ अथवा विश्वविद्यालय/ राष्ट्रीय स्तर की संस्थाओं में अनुसंधान में कम से कम दस वर्ष के अनुभव के साथ सक्रिय रूप से जुड़े रहे हों।
- iii) समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में न्यूनतम 6 अनुसंधान प्रकाशित हुए हों।
- iv) परिशिष्ट- II, तालिका- दो के अनुसार अनुसंधान में कुल 120 प्रप्तांक हों।

अथवा

ख. एक परंपरागत अथवा पेशेवर कलाकार जिसकी संबंधित विषय में अत्यंत उल्लेखनीय पेशेवर उपलब्धि रही हो,

- i) संबंधित विषय में निष्णात उपाधि धारक हो;
- ii) आकाशवाणी/ दूरदर्शन का 'क' श्रेणी का कलाकार रहा हो;
- iii) विशेषज्ञता के क्षेत्र में दस वर्ष का उत्कृष्ट कार्यनिष्पादन की उपलब्धि रही हो;
- iv) विशेषज्ञता के क्षेत्र में महत्वपूर्ण योगदान दिया हो और अनुसंधान में मार्गदर्शन करने की क्षमता हो;
- v) राष्ट्रीय/ अंतरराष्ट्रीय विचार गोष्ठियों/ सम्मेलनों/ कार्यशालाओं / संगीतगोष्ठियों में भागीदारी की हो और राष्ट्रीय / अंतरराष्ट्रीय पुरस्कार/ अध्येतावृत्तियां प्राप्त की हों;
- vi) संबंधित विषय में तार्किक तर्कशक्ति के साथ व्याख्या करने की क्षमता रखता हो; और
- vii) उक्त विधा में सदोहारण सिद्धांत पढ़ाने के लिए पर्याप्त ज्ञान से सम्पन्न हो।

4.3 नाट्य विधा:

I. सहायक आचार्य

पात्रता (क अथवा ख)

क.

i) भारतीय/ विदेशी विश्वविद्यालय से संबंधित विषय अथवा किसी समतुल्य उपाधि में कम से कम 55 प्रतिशत अंकों के साथ निष्णात उपाधि (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो प्वाइंट स्केल में समतुल्य ग्रेड)।

ii) उपर्युक्त अर्हताओं को पूरा करने के साथ- साथ अभ्यर्थी ने वि०अ०आ० अथवा सीएसआईआर द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (एनईटी) उत्तीर्ण की हो अथवा वि०अ०आ० द्वारा प्रत्यायित इसी प्रकार की परीक्षा यथा एसएलईटी/ एसईटी उत्तीर्ण की हो अथवा जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/ पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2009 अथवा 2016 और समय-समय पर इनमें बाद में किए गए संशोधनों, जैसा भी मामला हो, के अनुसार पीएचडी की उपाधि प्रदान की गई हो।

इसमें आगे कि दिनांक 11 जुलाई, 2009 से पूर्व एमफिल/ पीएचडी कार्यक्रम के लिए पंजीकृत अभ्यर्थियों को उपाधि प्रदान करने वाली संस्थाओं के तत्कालीन विद्यमान अध्यादेशों/ उपनियमों/ विनियमों के उपबंधों द्वारा अभिशसित होंगे। ऐसे सभी पीएचडी धारक अभ्यर्थियों को निम्नलिखित शर्तों को पूरा करने के अध्यक्षीन विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सहायक आचार्य अथवा समतुल्य पदों पर भर्ती और नियुक्ति के लिए एनईटी/एसएलईटी/एसईटी की अपेक्षा से छूट प्रदान की जाएगी :-

(क) अभ्यर्थी को पीएचडी की उपाधि केवल नियमित पद्धति से प्रदान की गई हो;

(ख) पीएचडी शोध प्रबंध का मूल्यांकन कम से कम दो बाह्य परीक्षकों द्वारा किया गया हो;

(ग) पीएचडी के लिए अभ्यर्थी की एक खुली मौखिक परीक्षा आयोजित की गई हो;

(घ) अभ्यर्थी ने अपने पीएचडी कार्य से दो अनुसंधान पत्रों को प्रकाशित किया हो जिनमें से कम से कम एक संदर्भित जर्नल में प्रकाशित हुआ हो;

(ङ) अभ्यर्थी ने वि०अ०आ०/ सीएसआईआर/ आईसीएसएसआर अथवा ऐसी की किसी एजेसी द्वारा प्रायोजित/ वित्तपोषित / सहायता प्राप्त सम्मेलनों/ विचार गोष्ठियों में अपने पीएचडी कार्यों के आधार पर कम से कम दो पत्रों को प्रस्तुत किया हो;

नोट 1: इन शर्तों को पूरा करने को संबंधित विश्वविद्यालय के कुल सचिव अथवा संकाय अध्यक्ष (शैक्षणिक कार्य) द्वारा अधिप्रमाणित किया जाए।

नोट 2: ऐसी विधाओं में निष्णात कार्यक्रमों के लिए एनईटी/एसएलईटी/ एसईटी उत्तीर्ण किया जाना अपेक्षित नहीं होगा जिसके लिए वि०अ०आ०, सीएसआईआर द्वारा एनईटी/ एसएलईटी/ एसईटी अथवा वि०अ०आ० द्वारा प्रत्यायित समान परीक्षा (जैसे एसईएलटी/ एसईटी) आयोजित नहीं की जाती है।

ख. संबंधित विषय में उच्च उल्लेखनीय पेशेवर उपलब्धि रखने वाला कोई परंपरागत अथवा पेशेवर कलाकार जिसके पास

- i) भारतीय नाट्य विद्यालय अथवा भारत या विदेश में किसी अन्य ऐसी ही संस्थान से 55 प्रतिशत अंक (अथवा जहाँ ग्रेडिंग प्रणाली लागू हो वहाँ थाईट स्केल में समान ग्रेड की उपाधि) के साथ तीन वर्षीय स्नातक की उपाधि/ स्नातकोत्तर डिप्लोमा की उपाधि के साथ पेशेवर कलाकार रहा हो,
- ii) साक्ष्य सहित क्षेत्रीय/ राष्ट्रीय/ अंतरराष्ट्रीय स्तर पर पांच वर्ष का नियमित रूप से प्रशंसनीय कार्यनिष्पादन रहा हो, और
- iii) संबंधित विषय की तार्किक रूप से व्याख्या करने की क्षमता हो और संबंधित विद्या में सदोहारण सिद्धांत पक्ष को पढ़ाने की पर्याप्त जानकारी हो।

II. सह आचार्य:

पात्रता (क अथवा ख) :

क.

- i) संबंधित विश्वविद्यालय द्वारा उक्त उद्देश्य के लिए गठित की गई विशेषज्ञ समिति द्वारा यथा अनुप्रमाणित उच्च पेशेवर मानकों के कार्यनिष्पादन की क्षमता के साथ पीएचडी की उपाधि सहित उत्कृष्ट शैक्षणिक रिकार्ड रहा हो।
- ii) किसी विश्वविद्यालय/ महाविद्यालय में शिक्षण कार्य में आठ वर्ष का अनुभव और/ अथवा किसी विश्वविद्यालय/ राष्ट्रीय स्तर की संस्थाओं में शोध कार्य में आठ वर्ष का अनुभव रहा हो जोकि किसी विश्वविद्यालय/ महाविद्यालय के सहायक आचार्य के समतुल्य हो।
- iii) गुणवत्तापूर्ण प्रकाशन द्वारा यथा प्रमाणित, संबंधित विषय में ज्ञान में महत्वपूर्ण योगदान दिया हो।

अथवा

ख. एक परंपरागत अथवा पेशेवर कलाकार जिसकी संबंधित विषय में अत्यंत उल्लेखनीय पेशेवर उपलब्धि रही हो और जिन्हें संबंधित विषय में निष्णात उपाधि प्राप्त की हो, जो:

- i) रंगमंच/ रेडियो/ टेलीविजन में जाना- माना कलाकार रहा हो,
- ii) विशेषज्ञता के क्षेत्र में आठ वर्ष की उल्लेखनीय कार्यनिष्पादन उपलब्धि रहा हो,
- iii) नए पाठ्यक्रम और/ अथवा पाठ्यचर्या का तैयार करने का अनुभव रहा हो;
- iv) प्रख्यात संस्थाओं में संगोष्ठियों/ सम्मेलनों में भाग लिया हो; और
- v) वह संबंधित विषय में तार्किक तर्कशक्ति के साथ व्याख्या करने की क्षमता रखता हो और उक्त विद्या में सदोहारण सिद्धांत पढ़ाने के लिए पर्याप्त ज्ञान से सम्पन्न हो।

III. आचार्य

पात्रता (क अथवा ख) :

क. डॉक्टरेट की उपाधि सहित अनुसंधान कार्य से सक्रिय रूप से जुड़े प्रख्यात विद्वान हो और विशेषज्ञता वाले क्षेत्र में उत्कृष्ट कार्यनिष्पादन उपलब्धियों के साथ डॉक्टरेट स्तर पर अनुसंधान मार्गदर्शन प्रदान करने में अनुभव सहित विश्वविद्यालय/ राष्ट्रीय स्तर के संस्थान में शिक्षण और/ अथवा अनुसंधान में दस वर्ष का अनुभव हो साथ ही समकक्ष व्यक्ति समीक्षित अथवा वि०आ०आ० सूचीबद्ध जर्नलों में कम से कम 6 अनुसंधान प्रकाशन एवं परिशिष्ट- II, तालिका- दो में दिए गए मानदंडों के अनुसार शोध में कुल 120 अंक प्राप्त किए हों।

अथवा

ख. एक परंपरागत अथवा पेशेवर कलाकार जिसकी संबंधित विषय में अत्यंत उल्लेखनीय पेशेवर उपलब्धि रही हो और जिनके पास:

- i) संगत विषय में निष्णात उपाधि हो,
- ii) विशेषज्ञता वाले क्षेत्र में दस वर्ष की उत्कृष्ट कार्यनिष्पादन उपलब्धि रही हो;
- iii) उत्कृष्टता के क्षेत्र में महत्वपूर्ण योगदान दिया गया हो ;
- iv) अनुसंधान में मार्गदर्शन प्रदान किया हो;
- v) राष्ट्रीय/ अंतरराष्ट्रीय विचार गोष्ठियों/ सम्मेलनों/ कार्यशालाओं में भागीदारी की हो और/ अथवा राष्ट्रीय/ अंतरराष्ट्रीय पुरस्कार/ अध्येतावृत्तियां प्राप्त की हों;
- vi) संबंधित विषय को तार्किक रूप से स्पष्ट करने की क्षमता हो;

vii) उक्त विषय में उदाहरणों सहित सिद्धांत को पढ़ाने हेतु पर्याप्त ज्ञान हो।

4.4 योग विद्या

I. सहायक आचार्य:

पात्रता (क अथवा ख) :

क. भारतीय/ विदेशी विश्वविद्यालय से संबंधित विषय अथवा किसी समतुल्य उपाधि में कम से कम 55 प्रतिशत अंकों के साथ योग अथवा अन्य संगत विषय में निष्णात उपाधि (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो उस स्थिति में प्वाइंट स्केल में समतुल्य ग्रेड) सहित अच्छा शैक्षणिक रिकार्ड हो।

इसके साथ-साथ, उपर्युक्त अर्हताओं को पूरा करने के अतिरिक्त अभ्यर्थी ने वि०अ०आ० अथवा सीएसआईआर द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (एनईटी) अथवा वि०अ०आ० द्वारा प्रत्यायित ऐसी ही परीक्षा यथा एसएलईटी/ एनईटी उत्तीर्ण की हो अथवा जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/ पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2009 अथवा 2016 और समय-समय पर इनमें बाद में किए गए संशोधनों, जैसा भी मामला हो, के अनुसार पीएचडी की उपाधि प्रदान की गई हो।

अथवा

ख. किसी भी विषय में 55 प्रतिशत अंकों के साथ निष्णात उपाधि धारक (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो, उस स्थिति में प्वाइंट स्केल में समान ग्रेड) और विश्वविद्यालय अनुदान आयोग (एमफिल/ पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक और प्रक्रिया) विनियम, 2009 अथवा 2016 और समय-समय पर इनमें किए गए संशोधन, जैसा भी मामला हो, के अनुरूप योग में पीएचडी की उपाधि धारक हो।

* नोट: योग के इस नए उमरते क्षेत्र में शिक्षकों की कमी को ध्यान में रखते हुए यह विकल्प दिया गया है और यह इन विनियमों के अधिसूचना की तिथि से केवल पांच वर्षों के लिए ही मान्य होगा।

II. सह आचार्य

i) संबंधित विषय अथवा संगत विषय में पीएचडी उपाधि के साथ बेहतर शैक्षणिक रिकार्ड।

ii) कम से कम 55 प्रतिशत अंकों के साथ स्नातकोत्तर उपाधि (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो, उस स्थिति में प्वाइंट स्केल में समतुल्य ग्रेड) प्राप्त की हो।

iii) किसी शैक्षणिक/ अनुसंधान पद जो, किसी विश्वविद्यालय, महाविद्यालय अथवा प्रत्यायित अनुसंधान संस्थान/ उद्योग में सहायक आचार्य के समतुल्य हो, में प्रकाशन कार्य के साक्ष्य सहित, न्यूनतम आठ वर्ष का शिक्षण कार्य और/ अथवा अनुसंधान का अनुभव हो और पुस्तकों के रूप में और/ अथवा समकक्ष व्यक्ति समीक्षित अनुसंधान/ नीतिगत पत्रों अथवा वि०अ०आ० सूचीबद्ध जर्नलों में कम से कम सात प्रकाशन किए हों और परिशिष्ट-II, तालिका- 2 में दिए गए मानदंडों के अनुसार कम से कम पचहत्तर (75) कुल अनुसंधान अंक प्राप्त किए हों।

III. आचार्य

पात्रता (क और ख) :

क.

i) संबद्ध/ संगत विषय में पीएचडी की उपाधि के साथ प्रतिष्ठित विद्वान हो और उच्च गुणवत्ता वाला प्रकाशन कार्य किया हो, प्रकाशित कार्य के साक्ष्य के साथ अनुसंधान में सक्रिय रूप से जुड़े हों, और प्रकाशन कार्य के साक्ष्य सहित पुस्तकों के रूप में और/ अथवा समकक्ष व्यक्ति समीक्षित अनुसंधान/ नीतिगत पत्रों अथवा वि०अ०आ० सूचीबद्ध जर्नलों में कम से कम दस प्रकाशन किए हों और परिशिष्ट- II, तालिका- 2 में दिए गए मानदंडों के अनुसार कम से कम 120 कुल अनुसंधान अंक प्राप्त किए हों।

ii) किसी विश्वविद्यालय/ महाविद्यालय में न्यूनतम दस वर्षों का शिक्षण अनुभव अथवा विश्वविद्यालय/ राष्ट्रीय स्तर की संस्थानों/ उद्योगों में अनुसंधान का अनुभव हो और डॉक्टोरल अभ्यर्थियों का सफलतापूर्वक मार्गदर्शन करने के साक्ष्य हो।

अथवा

ख. संगत क्षेत्र में प्रतिष्ठित ख्याति प्राप्त उत्कृष्ट पेशेवर जिन्होंने प्रत्यायन द्वारा अभिपुष्टि किए जाने वाले संबंधित /संबद्ध / संगत विषय में ज्ञान के क्षेत्र में महत्वपूर्ण योगदान दिया हो।

4.5 पेशे से जुड़े रोगोपचार के शिक्षकों की नियुक्ति के लिए अर्हताएं, अनुभव और अन्य पात्रता संबंधी अपेक्षाएं

I. सहायक आचार्य:

किसी मान्यता प्राप्त विश्वविद्यालय से कम से कम 55 प्रतिशत अंकों (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू हो, वहां प्वाइंट स्केल में समतुल्य ग्रेड) के साथ पेशे से जुड़े रोगोपचारों में स्नातक उपाधि (बी.ओ.टी./ बी.टीएच.ओ./ वी.ओ.टीएच.), पेशे से जुड़े रोगोपचारों में निष्णात उपाधि (एम.ओ.टीएच./ एम.टीएच.ओ./ एम.एससी. ओ.टी./ एम.ओ.टी.)।

II. सह-आचार्य:

- i) अनिवार्य: सहायक आचार्य के रूप में आठ वर्ष के अनुभव के साथ पेशे से जुड़े रोगोपचारों में निष्णात उपाधि (एम.ओ.टी/एम.ओ.टीएच./एम.ओ.टीएच./एम.एससी.ओ.टी.)।
- ii) वांछनीय: वि०अ०आ० द्वारा मान्यता प्राप्त पेशे से जुड़े रोगोपचारों की किसी भी विधा में पीएचडी की उपाधि सहित उच्च योग्यता और समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च मानकों का प्रकाशन कार्य।

III. आचार्य:

- i) अनिवार्य: पेशे से जुड़े रोगोपचारों में कुल दस वर्ष के अनुभव के साथ पेशे से जुड़े रोगोपचारों में निष्णात उपाधि (एम.ओ.टीएच./एम.टीएच.ओ./एम.एससी. ओ.टी.)।
- ii) वांछनीय: वि०अ०आ० द्वारा मान्यता प्राप्त पेशे से जुड़े रोगोपचारों की किसी विधा में पीएचडी की उपाधि जैसी उच्च योग्यता और समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च मानकों का प्रकाशन कार्य।

IV. प्राचार्य/निदेशक/संकाय अध्यक्ष:

अनिवार्य: पंद्रह वर्षों के अनुभव के साथ पेशे से जुड़े रोगोपचारों में निष्णात उपाधि (एम.ओ.टी/ एम.टीएच.ओ./ एम.ओ.टीएच./ एम.एससी.ओ.टी.) जिसमें आचार्य (पेशे से जुड़े रोगोपचारों) के रूप में पांच वर्ष का अनुभव शामिल होगा।

नोट:

- (i) संस्थान के वरिष्ठतम आचार्य को प्राचार्य/निदेशक/संकाय अध्यक्ष के रूप में पदनामित किया जाएगा।
- (ii) वांछनीय: वि०अ०आ० द्वारा मान्यता प्राप्त पेशे से जुड़े रोगोपचारों की किसी विधा में पीएचडी की उपाधि जैसी उच्च अर्हता और समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च मानक वाले प्रकाशन कार्य।

4.6 भौतिक चिकित्सा के शिक्षकों की नियुक्ति के लिए अर्हताएं, अनुभव और अन्य पान्नता संबंधी अपेक्षाएं।

I. सहायक आचार्य:

किसी मान्यता प्राप्त विश्वविद्यालय से कम से कम 55 प्रतिशत अंक (अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू है, वहां प्वाइंट स्केल में समतुल्य ग्रेड) के साथ भौतिक चिकित्सा में स्नातक उपाधि (बी.पी/टी./बी.टीएच./ बी.पी.टीएच.), भौतिक चिकित्सा में निष्णात उपाधि (एम.एंड पी. टीएच./एम.टीएच. पीटी/एम. पी.टी.)।

II. सह आचार्य:

- i) अनिवार्य: सहायक आचार्य के रूप में आठ वर्षों के अनुभव के साथ भौतिक चिकित्सा में निष्णात उपाधि (एम.पी.टी./एम.पी.टीएच./एम.टीएच.पी./एम.एससी.पी.टी.)।
- ii) वांछनीय: वि०अ०आ० द्वारा मान्यता प्राप्त भौतिक चिकित्सा की किसी विधा में पीएचडी की उपाधि के रूप में उच्च अर्हता एवं समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च मानक वाला प्रकाशन कार्य।

III. आचार्य:

अनिवार्य: दस वर्ष के अनुभव के साथ भौतिक चिकित्सा में निष्णात उपाधि (एम.पी.टी./ एम.पी.टीएच./एम.टीएच.पी./ एम.एससी.पी.टी.)।

वांछनीय:

- (i) वि०अ०आ० द्वारा किसी मान्यता प्राप्त भौतिक चिकित्सा विधा में पीएचडी जैसी उच्चतर शिक्षा, और
- (ii) समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च मानक वाला प्रकाशन कार्य।

IV. प्राचार्य/निदेशक/संकाय अध्यक्ष:

अनिवार्य प्राचार्य (भौतिक चिकित्सा) के रूप में पांच वर्षों के अनुभव के साथ पंद्रह वर्षों के कुल अनुभव सहित भौतिक चिकित्सा में निष्णात उपाधि (एम. पी. टी./ एम. टीएच. पी./ एम.पी.टीएच./ एम.एससी.पी.टी.)।

नोट:

- (i) वरिष्ठतम आचार्य को प्राचार्य/ निदेशक/ संकाय अध्यक्ष के रूप में नामोदिष्ट किया जाएगा।
- (ii) वांछनीय: वि०अ०आ० द्वारा मान्यता प्राप्त भौतिक चिकित्सा की किसी विधा में पीएचडी जैसी उच्च अर्हता और समकक्ष व्यक्ति समीक्षित तथा वि०अ०आ० सूचीबद्ध जर्नलों में उच्च मानक वाला प्रकाशन कार्य।

4.7 विश्वविद्यालय सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष, विश्वविद्यालय उप पुस्तकाध्यक्ष और विश्वविद्यालय पुस्तकाध्यक्ष के पदों पर सीधी भर्ती के लिए न्यूनतम अर्हताएं।

I. विश्वविद्यालय सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष

- i) कम से कम 55 प्रतिशत अंकों (अथवा जहां ग्रेडिंग प्रणाली लागू हो वहां प्वाइंट स्केल में समतुल्य ग्रेड) के साथ पुस्तकालय विज्ञान, सूचना विज्ञान अथवा प्रलेखन विज्ञान में निष्णात उपाधि अथवा समतुल्य पेशेवर उपाधि।
- ii) पुस्तकालय में कंप्यूटरीकरण के ज्ञान के साथ सतत् रूप से बेहतर शैक्षणिक रिकार्ड।
- iii) उपर्युक्त अर्हताओं को पूरा करने के अलावा, अभ्यर्थी को वि०अ०आ०, सीएसआईआर द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (एनईटी) अथवा वि०अ०आ० द्वारा प्रत्यायित समान परीक्षा यथा एसएलईटी/एसईटी उत्तीर्ण करनी होगी अथवा जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक व प्रक्रिया) विनियम, 2009 अथवा 2016 एवं समय-समय पर इनमें किए गए संशोधनों, जैसा भी मामला हो, के अनुसार पीएचडी की उपाधि प्रदान की गई हो:

बशर्ते कि दिनांक 11 जुलाई, 2009 से पूर्व पीएचडी की उपाधि के लिए पंजीकृत अभ्यर्थी ऐसी उपाधि प्रदान करने वाली संस्थाओं के मौजूदा अध्यादेशों/ उपाधियों/विनियमों के उपबंधों द्वारा अभिशासित होंगे तथा ऐसे पीएचडी अभ्यर्थियों द्वारा निम्नलिखित शर्तों को पूरा करने के अध्यक्षीन विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सहायक आचार्य अथवा समकक्ष पदों पर भर्ती और नियुक्ति के लिए एनईटी/ एसएलईटी/ एसईटी की अपेक्षाओं से छूट प्राप्त होगी—

- (क) अभ्यर्थी को पीएचडी की उपाधि केवल नियमित पद्धति से प्रदान की गई हो;
- (ख) पीएचडी शोध प्रबंध का कम से कम दो बाह्य परीक्षकों द्वारा मूल्यांकन किया गया हो;
- (ग) पीएचडी के लिए अभ्यर्थी की एक खुली मौखिक परीक्षा आयोजित की गई हो;
- (घ) अभ्यर्थी ने अपने पीएचडी कार्य से दो अनुसंधान पत्रों को प्रकाशित किया हों जिनमें से कम से कम एक रेफर्ड जर्नल में प्रकाशित हुआ हो;
- (ङ) अभ्यर्थी ने वि०अ०आ०/ आईसीएसएसआर/ सीएसआईआर अथवा इसी प्रकार की एजेंसी द्वारा प्रायोजित/ वित्तपोषित/ सहायता प्राप्त सम्मेलनों/ विचार गोष्ठियों में अपने पीएचडी कार्यों के आधार पर कम से कम दो पत्रों को प्रस्तुत किए हों।

नोट

- i. इन शर्तों को पूरा करने को संबंधित विश्वविद्यालय के कुल सचिव अथवा संकाय अध्यक्ष (शैक्षणिक कार्य) द्वारा अभिप्रमाणित किया जाएगा।
- ii. ऐसे निष्णात कार्यक्रमों में एनईटी/ एसएलईटी/ एसईटी परीक्षा उत्तीर्ण करना अपेक्षित नहीं होगा जिसके लिए वि०अ०आ०, सीएसआईआर द्वारा एनईटी/ एसएलईटी/ एसईटी अथवा वि०अ०आ० द्वारा एसएलईटी/ एसईटी जैसी परीक्षा आयोजित नहीं की जाती हो।

II. विश्वविद्यालय उप पुस्तकाध्यक्ष

- i) कम से कम 55 प्रतिशत अंकों के साथ पुस्तकालय विज्ञान/ सूचना विज्ञान/ प्रलेखन विज्ञान में निष्णात उपाधि अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू है वहां प्वाइंट स्केल में समान ग्रेड प्राप्त किया हो।
- ii) सहायक विश्वविद्यालय पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष के रूप में आठ वर्षों का अनुभव।
- iii) पुस्तकालय में आईसीटी के समेकन के साथ नवोन्मेषी पुस्तकालय सेवाओं का साक्ष्य।
- iv) पुस्तकालय विज्ञान/ सूचना विज्ञान/ प्रलेखन विज्ञान/ अभिलेख और पुस्तकालय की पांडुलिपियों का रखरखाव/ कंप्यूटरीकरण करने में पीएचडी की उपाधि।

III. विश्वविद्यालय पुस्तकाध्यक्ष

- i) कम से कम 55 प्रतिशत अंकों अथवा जहां कहीं भी ग्रेडिंग प्रणाली लागू है वहां प्वाइंट स्केल में समान ग्रेड के साथ पुस्तकालय विज्ञान/ सूचना विज्ञान/ प्रलेखन विज्ञान में निष्णात उपाधि।

ii) विश्वविद्यालय पुस्तकालय में किसी भी स्तर पर पुस्तकाध्यक्ष के रूप में कम से कम दस वर्षों का अनुभव अथवा पुस्तकालय विज्ञान में सहायक/ सह आचार्य के रूप में दस वर्षों का शिक्षण अनुभव अथवा किसी महाविद्यालय पुस्तकाध्यक्ष के रूप में दस वर्षों का अनुभव।

iii) किसी पुस्तकालय में आईसीटी के समेकन के साथ नवोन्मेषी पुस्तकालय सेवाओं का साक्ष्य।

iv) पुस्तकालय विज्ञान/ सूचना विज्ञान/ प्रलेखन/ अभिलेख और पांडुलिपि के रखरखाव में पीएचडी की उपाधि।

4.8 शारीरिक शिक्षा और खेलकूद के सहायक निदेशकों एवं शारीरिक शिक्षा और खेलकूद के उपनिदेशक तथा शारीरिक शिक्षा और खेलकूद के निदेशक (डीपीईएस) के पदों के लिए न्यूनतम अर्हताएं।

I. विश्वविद्यालय में शारीरिक शिक्षा और खेलकूद के सहायक निदेशक तथा महाविद्यालय में शारीरिक और खेलकूद के निदेशक पात्रता (क अथवा ख):

क.

i) शारीरिक शिक्षा और खेलकूद विज्ञान अथवा शारीरिक शिक्षा और खेलकूद विज्ञान में 55 प्रतिशत अंकों (अथवा जहां कहीं भी श्रेडिंग प्रणाली लागू हो वहां प्वाइंट स्केल में समतुल्य ग्रेड) के साथ निष्णात उपाधि।

ii) अंतर्राष्ट्रीय/ अंतरमहाविद्यालयी प्रतिस्पर्धाओं अथवा राज्य और/ अथवा राष्ट्रीय चैम्पियनशिपों में विश्वविद्यालय/ महाविद्यालय का प्रतिनिधित्व करने का रिकार्ड।

iii) उपर्युक्त अर्हताओं को पूरा करने के अलावा, अभ्यर्थी को वि०अ०आ० अथवा सीएसआईआई द्वारा आयोजित राष्ट्रीय पात्रता परीक्षा (एनईटी) अथवा वि०अ०आ० द्वारा प्रत्यायित समान परीक्षा यथा एसएलईटी/ एसईटी उत्तीर्ण करनी होगी अथवा जिन्हें विश्वविद्यालय अनुदान आयोग (एमफिल/पीएचडी उपाधि प्रदान करने के लिए न्यूनतम मानक व प्रक्रिया) विनियम, 2009 अथवा 2016 एवं समय-समय पर इनमें किए गए संशोधनों, जैसा भी मामला हो, के अनुसार शारीरिक शिक्षा अथवा शारीरिक शिक्षा और खेलकूद अथवा खेल विज्ञान में पीएचडी की उपाधि प्रदान की गई हो:

बशर्त कि दिनांक 11 जुलाई, 2009 से पूर्व पीएचडी की उपाधि के लिए पंजीकृत अभ्यर्थी ऐसी उपाधि प्रदान करने वाली संस्थाओं के मौजूदा अध्यादेशों/ उपविधियों/ विनियमों के उपबंधों द्वारा अभिशासित होंगे तथा ऐसे पीएचडी धारक अभ्यर्थियों को निम्नलिखित शर्तों को पूरा करने के अध्येक्षीय विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सहायक आचार्य अथवा समकक्ष पदों पर भर्ती और नियुक्ति के लिए एनईटी/ एसएलईटी/ एसईटी की अपेक्षाओं से छूट प्राप्त होगी:

(क) अभ्यर्थी को पीएचडी की उपाधि केवल नियमित पद्धति से प्रदान की गई हो,

(ख) पीएचडी शोध प्रबंध का कम से कम दो बाह्य परीक्षकों द्वारा मूल्यांकन किया गया हो;

(ग) पीएचडी के लिए अभ्यर्थी की एक खुली मौखिक परीक्षा आयोजित की गई हो;

(घ) अभ्यर्थी ने अपने पीएचडी कार्य से दो अनुसंधान पत्रों को प्रकाशित किया हो जिनमें से कम से कम एक रेफर्ड जर्नल में प्रकाशित हुआ हो;

(ङ) अभ्यर्थी ने अपने पीएचडी कार्यों के आधार पर सम्मेलन/ विचार गोष्ठियों में कम से कम दो पत्रों को प्रस्तुत किया हो।

नोट (क) से (ङ) से दी गई इन शर्तों पर खरा उतरने के संबंध में संबंधित विश्वविद्यालय के कुल सचिव अथवा सहाय अध्याक्ष (शैक्षणिक कार्य) द्वारा अभिप्रमाणित किया जाना होता है।

iv) ऐसी विधाओं में निष्णात कार्यक्रमों में एनईटी/ एसएलईटी/ एसईटी परीक्षा उत्तीर्ण करना अपेक्षित नहीं होगा जिसके लिए वि०अ०आ०, सीएसआईआर द्वारा एनईटी/ एसएलईटी/ एसईटी अथवा वि०अ०आ० द्वारा एसएलईटी/ एसईटी जैसी परीक्षा आयोजित नहीं की जाती हो।

v) इन विनियमों के अनुसार आयोजित की गई शारीरिक फिटनेस परीक्षा उत्तीर्ण की हो।

अथवा

ख. एशियाई खेल अथवा राष्ट्रमंडल खेलों में पदक विजेता, जिनके पास कम से कम स्नात्कोत्तर स्तर की उपाधि हो।

II. विश्वविद्यालय में शारीरिक शिक्षा और खेलकूद उप निदेशक

पात्रता (क अथवा ख) :

क.

- i) शारीरिक शिक्षा अथवा शारीरिक शिक्षा और खेलकूद अथवा खेलकूद विज्ञान में पीएचडी की उपाधि। इसके अतिरिक्त, विश्वविद्यालय प्रणाली से इतर अभ्यर्थी जिनके पास संबंधित विश्वविद्यालय द्वारा स्नात्कोत्तर उपाधि स्तर पर कम से कम 55 प्रतिशत अंक हो (अथवा जहां ग्रेडिंग प्रणाली लागू हो, वहां प्वाइंट स्केल में समतुल्य ग्रेड)।
- ii) विश्वविद्यालय सहायक डीपीईएस/ महाविद्यालय डीपीईएस के रूप में आठ वर्ष का अनुभव हो।
- iii) कम से कम दो सप्ताह की अवधि की प्रतिस्पर्धाएं और अनुशिक्षण शिविर के आयोजन संबंधी साक्ष्य।
- iv) राज्य/ राष्ट्रीय/ अंतर्विश्वविद्यालयी/ संयुक्त विश्वविद्यालय आदि जैसी प्रतिस्पर्धाओं के लिए दलों/एथलिटों द्वारा बेहतर निष्पादन कराने के साक्ष्य आदि।
- v) इन विनियमों के अनुसार शारीरिक स्वस्थता जांच परीक्षा उत्तीर्ण की हो।

अथवा

ख. ओलंपिक खेलों/ विश्व कप/ विश्व चैंपियनशिप पदक विजेता, जिन्होंने कम से कम स्नात्कोत्तर स्तर की उपाधि प्राप्त की हो।

iii. विश्वविद्यालय के शारीरिक शिक्षा और खेलकूद निदेशक

- i) शारीरिक शिक्षा अथवा शारीरिक शिक्षा और खेलकूद अथवा खेलकूद विज्ञान में पीएचडी धारक।
- ii) विश्वविद्यालय सहायक/ उप डीपीईएस के रूप में शारीरिक शिक्षा और खेलकूद में कम से कम दस वर्ष का अनुभव अथवा महाविद्यालय डीपीईएस के रूप में दस वर्ष का अनुभव अथवा सहायक/ सह आचार्य के रूप में शारीरिक शिक्षा और खेलकूद अथवा खेलकूद विज्ञान में दस वर्ष का शिक्षण अनुभव हो।
- iii) कम से कम दो सप्ताह की अवधि की प्रतियोगिता और अनुशिक्षण कैंम्पों को आयोजित किए जाने का साक्ष्य।
- iv) राज्य/ राष्ट्रीय/ अंतर्विश्वविद्यालयी/ संयुक्त विश्वविद्यालय आदि जैसी प्रतियोगिताओं के लिए दलों/ खिलाड़ियों द्वारा बेहतर निष्पादन कराए जाने संबंधी साक्ष्य।

IV. शारीरिक स्वस्थता जांच संबंधी मानदंड

(क) इन विनियमों के उपबंधों के अध्याधीन सभी अभ्यर्थी जिनके लिए शारीरिक स्वस्थता जांच कराना अपेक्षित है, उन्हें ऐसी जांच करवाने से पूर्व एक चिकित्सा प्रमाणपत्र देना होगा कि वह ऐसी जांच करने के लिए चिकित्सीय रूप से स्वस्थ हैं।

(ख) उपरोक्त उपखंड (क) में वर्णित ऐसे प्रमाणपत्र को प्रस्तुत करने पर अभ्यर्थी को निम्न मानक के अनुसार शारीरिक परीक्षा में भाग लेना अपेक्षित होगा:

पुरुषों के लिए मानक			
12 मिनट की दौड़/ चलने की परीक्षा			
30 वर्ष तक	40 वर्ष तक	45 वर्ष तक	50 वर्ष तक
1800 मीटर	1500 मीटर	1200 मीटर	800 मीटर

महिलाओं के लिए मानक			
8 मिनट की दौड़/ चलने की परीक्षा			
30 वर्ष तक	40 वर्ष तक	45 वर्ष तक	50 वर्ष तक
1000 मीटर	800 मीटर	600 मीटर	400 मीटर

5.0 चयन समिति का गठन और चयन प्रक्रिया संबंधी दिशानिर्देश

5.1 चयन समिति की संरचना

I. विश्वविद्यालय में सहायक आचार्य :

(क) विश्वविद्यालय में सहायक आचार्य के पद के लिए चयन समिति में निम्नलिखित व्यक्ति शामिल होंगे :

- i) कुलपति या उनका नामिती, जिनके पास कम से कम दस वर्ष का आचार्य के रूप में अनुभव हो, समिति के अध्यक्ष होंगे ।
- ii) कुलाध्यक्ष/ कुलाधिपति द्वारा नामनिर्देशित किए जाने वाले अकादमिक सदस्य, जहां कहीं प्रयोज्य हो, आचार्य के रैंक से नीचे नहीं होंगे।
- iii) संबंधित विश्वविद्यालय के संगत सांविधिक निकाय द्वारा अनुमोदित नामों के पैनल में से कुलपति द्वारा संबंधित विषय/ क्षेत्र में तीन विशेषज्ञ का नामनिर्देशन किया जाएगा।
- iv) संबंधित संकाय का संकाय अध्यक्ष, जहां कहीं प्रयोज्य हो ।
- v) संबंधित विभाग/ विद्यालय का प्रमुख/ अध्यक्ष ।
- vi) अनुसूचित जाति/ अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निशक्त श्रेणी से शिक्षाविद, यदि इन श्रेणियों से संबंध रखने वाला कोई अभ्यर्थी आवेदक हो तो, और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो उसे कुलपति द्वारा नामनिर्देशित जाएगा।

(ख) दो बाह्य विषय विशेषज्ञों सहित चार सदस्यगणों द्वारा गठनपूरी होगी।

II. विश्वविद्यालय में सह आचार्य

(क) विश्वविद्यालय में सह आचार्य के पद के लिए चयन समिति की संरचना निम्नलिखित होगी :

- i) कुलपति या उनका नामिती, जिनके पास आचार्य के रूप में कम से कम दस वर्ष का अनुभव हो, समिति के अध्यक्ष होंगे ।
- ii) कुलाध्यक्ष/ कुलाधिपति द्वारा नामनिर्देशित किए जाने वाले अकादमिक सदस्य, जहां कहीं प्रयोज्य हो, आचार्य के रैंक से नीचे नहीं होगा।
- iii) संबंधित विश्वविद्यालय के संगत सांविधिक निकाय द्वारा अनुमोदित नामों के पैनल में से कुलपति द्वारा संबंधित विषय/ क्षेत्र में तीन विशेषज्ञ का नामनिर्देशन किया जाएगा।
- iv) संकाय का संकाय अध्यक्ष, जहां कहीं प्रयोज्य हो ।
- v) संबंधित विभाग/ विद्यालय का प्रमुख/ अध्यक्ष।
- vi) यदि अनुसूचित जाति/ अनुसूचित जनजाति /अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निशक्त श्रेणी से संबंध रखने वाला कोई अभ्यर्थी आवेदक हो और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, कुलपति द्वारा को इन श्रेणियों से एक शिक्षाविद को नामनिर्देशित जाएगा।

(ख) दो बाह्य विषय विशेषज्ञों सहित कम से कम चार सदस्यगणों द्वारा गठनपूरी होगी।

III. विश्वविद्यालय में आचार्य

(क) विश्वविद्यालय में सह आचार्य के पद के लिए चयन समिति में निम्नलिखित व्यक्ति शामिल होंगे :

- i) कुलपति जो समिति का अध्यक्ष होगा।
- ii) कुलाध्यक्ष/ कुलाधिपति द्वारा नामनिर्देशित किए जाने वाले अकादमिक सदस्य, जहां कहीं प्रयोज्य हो, आचार्य के रैंक से नीचे नहीं होगा।
- iii) संबंधित विश्वविद्यालय के संगत सांविधिक निकाय द्वारा अनुमोदित नामों के पैनल में से कुलपति द्वारा संबंधित विषय/ क्षेत्र में तीन विशेषज्ञ का नामनिर्देशन किया जाएगा।

- iv) संकाय का संकाय अध्यक्ष, जहां कहीं प्रयोज्य हो ।
- v) संबंधित विभाग/ विद्यालय का प्रमुख/ अध्यक्ष ।
- vi) यदि अनुसूचित जाति/ अनुसूचित जनजाति /अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निशक्त श्रेणी से संबंध रखने वाला कोई अम्यर्थी आवेदक हो और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, कुलपति द्वारा को इन श्रेणियों से एक शिक्षाविद को नामनिर्देशित जाएगा।

(ख) दो बाह्य विषय विशेषज्ञों सहित कम से कम चार सदस्यगणों द्वारा गणपति होगी।

IV. वरिष्ठ आचार्य

(क) विश्वविद्यालय में वरिष्ठ आचार्य के पद के लिए चयन समिति में निम्नलिखित व्यक्ति शामिल होंगे .

- i) कुलपति जो समिति का अध्यक्ष होगा।
- ii) शिक्षाविद जिसके पास न्यूनतम दस वर्ष का अनुभव हो और वह वरिष्ठ आचार्य/ आचार्य के पद से नीचे का नहीं हो, कुलाध्यक्ष/ कुलपति का नामिती होगा।
- iii) विश्वविद्यालय के संगत सांविधिक निकाय द्वारा अनुमोदित नामों के पैनल में से कुलपति द्वारा संबंधित विषय/ क्षेत्र में तीन विशेषज्ञ का नामनिर्देशन, जो वरिष्ठ आचार्य/ आचार्य के रैंक से नीचे के नहीं होंगे और उसके पास न्यूनतम दस वर्षों को अनुभव होगा।
- iv) जहां कहीं भी प्रयोज्य हो, संकाय का संकाय अध्यक्ष (वरिष्ठ आचार्य/ आचार्य के रैंक से नीचे का नहीं होगा और उसके पास न्यूनतम दस वर्षों को अनुभव होगा)।
- v) विभाग/ विद्यालय का प्रमुख/ अध्यक्ष (वरिष्ठ आचार्य/ आचार्य के पद से नीचे का नहीं होगा और उसके पास न्यूनतम दस वर्षों को अनुभव होगा) अथवा वरिष्ठतम आचार्य (वरिष्ठ आचार्य/ आचार्य के पद से नीचे का नहीं होगा और उसके पास न्यूनतम दस वर्षों को अनुभव होगा)
- vi) शिक्षाविद (वरिष्ठ आचार्य/ आचार्य के रैंक से नीचे का नहीं होगा और उसके पास न्यूनतम दस वर्षों को अनुभव होगा) जो अनुसूचित जाति/ अनुसूचित जनजाति /अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निशक्त श्रेणी का प्रतिनिधित्व करता हो, यदि इन श्रेणियों से संबंध रखने वाला कोई अम्यर्थी आवेदक हो तो, और यदि चयन समिति में कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, उसे कुलपति द्वारा नामनिर्देशित जाएगा।

(ख) दो बाह्य विषय विशेषज्ञों सहित चार सदस्यगणों द्वारा गणपति होगी।

V. निजी और संघटक महाविद्यालयों सहित महाविद्यालयों में सहायक आचार्य :

(क) निजी और संघटक महाविद्यालयों सहित महाविद्यालयों में सहायक आचार्य के पद के लिए चयन समिति में निम्नलिखित व्यक्ति शामिल होंगे

- i) महाविद्यालय के शासी निकाय का अध्यक्ष या शासी निकाय के सदस्यों में से उसका नामिती जो चयन समिति का अध्यक्ष होगा।
- ii) महाविद्यालय का प्राचार्य।
- iii) महाविद्यालय में संबंधित विषय के विभाग का प्रमुख/ प्रभारी शिक्षक।
- iv) संबद्ध विश्वविद्यालय के कुलपति के दो नामिती जिसमें से एक नामिती को विषय विशेषज्ञ होना चाहिए। महाविद्यालय के अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित होने की स्थिति में महाविद्यालय के संबंधित सांविधिक निकाय द्वारा सुझाए गए विशेषज्ञों की सूची से मान्यता प्राप्त विश्वविद्यालय के कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के अध्यक्ष महोदय दो नामिती जो कि अधिमानतः अल्पसंख्यक समुदाय से हो, का नामनिर्देशन करेंगे जिसमें से एक व्यक्ति विषय विशेषज्ञ होना चाहिए ।
- v) संबंधित महाविद्यालय के संगत सांविधिक निकाय द्वारा अनुमोदित विषय विशेषज्ञों की सूची में से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के अध्यक्ष महोदय दो विषय विशेषज्ञों का नामनिर्देशन करेंगे जो महाविद्यालय से संबंधित न हो। महाविद्यालय को अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित किए जाने की स्थिति में महाविद्यालय के संबंधित सांविधिक निकाय द्वारा अनुमोदित विषय- विशेषज्ञों की सूची से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के अध्यक्ष द्वारा दो विषय- विशेषज्ञ जो विश्वविद्यालय से संबंधित नहीं होंगे और जो अधिमानतः अल्पसंख्यक समुदाय से होंगे, को नामनिर्देशित किया जाएगा।

- vi) यदि अनुसूचित जाति/ अनुसूचित जनजाति /अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निशक्त श्रेणी से संबंध रखने वाला कोई अभ्यर्थी आवेदक हो और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, कुलपति द्वारा को इन श्रेणियों से एक शिक्षाविद को नामनिर्देशित जाएगा।

(ख) दो बाह्य विषय विशेषज्ञों सहित पांच सदस्यगणों द्वारा गणपूर्ति होगी।

VI. निजी और संघटक महाविद्यालयों सहित महाविद्यालयों में सह आचार्य :

(क) निजी और संघटक महाविद्यालयों सहित महाविद्यालयों में सह आचार्य के पद के लिए चयन समिति में निम्नलिखित व्यक्ति शामिल होंगे :

- i) शासी निकाय का अध्यक्ष अथवा शासी निकाय के सदस्यों में से उसका नामिती जो चयन समिति का अध्यक्ष होगा।
- ii) महाविद्यालय का प्राचार्य।
- iii) महाविद्यालय में संबंधित विषय के विभाग का प्रमुख/ प्रभारी शिक्षक।
- iv) कुलपति द्वारा नामनिर्देशित विश्वविद्यालय के दो प्रतिनिधि, जिसमें से एक प्रतिनिधि, महाविद्यालय विकास परिषद् का संकाय अध्यक्ष या विश्वविद्यालय में समकक्ष पद पर हो, और दूसरा प्रतिनिधि संबंधित विषय में विशेषज्ञ होना चाहिए। महाविद्यालय के अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित होने की स्थिति में महाविद्यालय के संबंधित सांविधिक निकाय द्वारा सुझाए गए विशेषज्ञों की सूची से मान्यता प्राप्त विश्वविद्यालय के कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के अध्यक्ष महोदय दो नामिती जो कि अधिमानतः अल्पसंख्यक समुदाय से होंगे, का नामनिर्देशन करेंगे जिसमें से एक व्यक्ति विषय विशेषज्ञ होना चाहिए।
- v) संबंधित महाविद्यालय के संगत सांविधिक निकाय द्वारा अनुमोदित विषय विशेषज्ञों की सूची में से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के अध्यक्ष दो विषय विशेषज्ञों का नामनिर्देशन करेगा जो महाविद्यालय से संबंधित न हों। महाविद्यालय को अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित किए जाने की स्थिति में महाविद्यालय के संबंधित सांविधिक निकाय द्वारा अनुमोदित विषय- विशेषज्ञों की सूची से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के अध्यक्ष द्वारा दो विषय- विशेषज्ञ जो विश्वविद्यालय से संबंधित नहीं होंगे और जो अधिमानतः अल्पसंख्यक समुदाय से होंगे, को नामनिर्देशित किया जाएगा।
- vi) यदि अनुसूचित जाति/ अनुसूचित जनजाति /अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निशक्त श्रेणी से संबंध रखने वाला कोई अभ्यर्थी आवेदक हो और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, कुलपति द्वारा को इन श्रेणियों से एक शिक्षाविद को नामनिर्देशित जाएगा।

(ख) दो विषय विशेषज्ञों सहित पांच सदस्यगणों द्वारा गणपूर्ति होगी।

VII. निजी और संघटक महाविद्यालयों सहित महाविद्यालयों में आचार्य :

(क) निजी और संघटक महाविद्यालयों सहित महाविद्यालयों में आचार्य के पद के लिए चयन समिति में निम्नलिखित व्यक्ति शामिल होंगे :

- i) शासी निकाय का अध्यक्ष अथवा शासी निकाय के सदस्यों में से उसका नामिती जो चयन समिति का अध्यक्ष होगा।
- ii) महाविद्यालय का प्राचार्य।
- iii) महाविद्यालय में संबंधित विषय के विभाग का प्रमुख/ शिक्षक प्रभारी जो आचार्य के रैंक से नीचे नहीं होना चाहिए।
- iv) कुलपति द्वारा नामनिर्देशित दो विश्वविद्यालय के प्रतिनिधि जोकि आचार्य के रैंक से नीचे नहीं होंगे, जिसमें से एक प्रतिनिधि महाविद्यालय विकास परिषद् का संकाय अध्यक्ष या विश्वविद्यालय में समकक्ष पद पर हो, और दूसरा प्रतिनिधि संबंधित विषय में विशेषज्ञ होना चाहिए। महाविद्यालय को अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित किए जाने की स्थिति में महाविद्यालय के संबंधित सांविधिक निकाय द्वारा अनुमोदित विषय- विशेषज्ञों की सूची से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के अध्यक्ष द्वारा दो नामिती, जो आचार्य के पद से कम न हों, जो विश्वविद्यालय से संबंधित नहीं होंगे और जो अधिमानतः अल्पसंख्यक समुदाय से होंगे को नामनिर्देशित किया जाएगा।

- v) संबंधित महाविद्यालय के संगत सांविधिक निष्पत्ति द्वारा अनुमोदित विषय विशेषज्ञों की सूची में से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय का अध्यक्ष दो विषय विशेषज्ञों का नामनिर्देशन करेगा जो महाविद्यालय से संबंधित न हो। महाविद्यालय को अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित किए जाने की स्थिति में महाविद्यालय के संबंधित सांविधिक निष्पत्ति द्वारा अनुमोदित विषय-विशेषज्ञों की सूची से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के अध्यक्ष द्वारा दो विषय-विशेषज्ञ जो विश्वविद्यालय से संबंधित नहीं होंगे और जो अधिमानतः अल्पसंख्यक समुदाय से होंगे को नामनिर्देशित किया जाएगा।
- vi) यदि अनुसूचित जाति/ अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निरक्षर श्रेणी से संबंध रखने वाला कोई अभ्यर्थी आवेदक हो और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, कुलपति द्वारा को इन श्रेणियों से एक शिक्षाविद को नामनिर्देशित जाएगा।

(ख) दो विषय विशेषज्ञों सहित पांच सदस्यगणों द्वारा गठित होगी।

VIII. महाविद्यालय प्राचार्य और आचार्य

क. धन समिति

- (क) महाविद्यालय के प्राचार्य और आचार्य के पद के लिए धन समिति की संरचना निम्नवत होगी :
- शासी निकाय का समापति, धन समिति का अध्यक्ष होगा।
 - शासी निकाय के दो सदस्यों को अध्यक्ष द्वारा नामनिर्देशित किया जाएगा जिसमें से एक सदस्य अकादमिक प्रशासन में विशेषज्ञ होगा।
 - कुलपति के दो नामिती, जो संबंधित विषय/ संबंधित क्षेत्र में विशेषज्ञ होंगे, जिसमें से कम से कम एक नामिती संबद्ध विश्वविद्यालय से किसी भी प्रकार से संबंधित नहीं होगा। महाविद्यालय को अल्पसंख्यक शैक्षिक संस्थान के रूप में अधिसूचित/ घोषित किए जाने की स्थिति में पांच नामों के पैनल में से महाविद्यालय के समापति का एक नामिती जो कि अधिमानतः अल्पसंख्यक समुदाय से होगा, जिसे संबद्ध महाविद्यालय के कुलपति द्वारा नामनिर्देशित किया जाएगा, जिसमें से एक विषय-विशेषज्ञ होना चाहिए।
 - तीन उच्चतर शिक्षा से जुड़े विशेषज्ञ होंगे, जिसमें एक महाविद्यालय का प्राचार्य, आचार्य और प्रतिष्ठित शिक्षाविद होगा, जो आचार्य के रैंक से कम नहीं होंगे (संबंधित महाविद्यालय के संगत सांविधिक निष्पत्ति द्वारा अनुमोदित छह विशेषज्ञ पैनलों में से शासी निकाय द्वारा नामनिर्देशित किया जाए)।
 - यदि अनुसूचित जाति/ अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिला/ निरक्षर श्रेणी से संबंध रखने वाला कोई अभ्यर्थी आवेदक हो और यदि उपरोक्त कोई भी सदस्य इन श्रेणियों से संबंधित नहीं हो तो, कुलपति द्वारा इन श्रेणियों से एक शिक्षाविद को नामनिर्देशित जाएगा।

(vi) संबंधित विश्वविद्यालय के संगत सांविधिक निष्पत्ति द्वारा अनुमोदित विषय विशेषज्ञों की सूची में से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से महाविद्यालय के शासी निकाय के समापति द्वारा ऐसे दो विषय विशेषज्ञों के नाम की सिफारिश की जाएगी जो की महाविद्यालय से संबद्ध नहीं हों। यदि महाविद्यालय को अल्पसंख्यक संस्थान अधिसूचित/ घोषित किया गया हो तो; संगत सांविधिक निष्पत्ति द्वारा अनुमोदित विषय विशेषज्ञों की सूची में से कुलपति द्वारा संस्तुत पांच नामों के पैनल में से, जो कि अधिमानतः अल्पसंख्यक समुदाय से संबद्ध हों, महाविद्यालय के शासी निकाय के समापति द्वारा ऐसे दो विषय विशेषज्ञों के नाम की सिफारिश की जाएगी, जो की महाविद्यालय से संबद्ध नहीं हों।

(ख) दो विषय विशेषज्ञों सहित पांच सदस्यगणों द्वारा गठित होगी।

ग) धन समिति की सभी धन प्रक्रियाएं, धन समिति की बैठक के दिन/ अंतिम दिन ही पूरी की जाएंगी, जिसमें प्राथमिक प्ररूप सहित कार्यवृत्त का रिकार्ड रखा जाएगा तथा धनित और प्रतीक्षा सूची के अभ्यर्थियों/ गुणावगुण के अनुसार नामों के पैनल सहित मेरिट के आधार पर की गई अनुसूचिता पर धन समिति के सभी सदस्यों द्वारा कथोचित रूप से हस्ताक्षर किए जाएंगे।

घ) महाविद्यालय प्राचार्य की नियुक्ति का कार्यकाल पांच वर्ष का होगा, वह 5.1(VIII)के उपखंड (ख) में दी गई संरचना के अनुसार विश्वविद्यालय द्वारा गठित समिति के मूल्यांकन के बाद ही एक और कार्यकाल हेतु पुनः नियुक्त के लिए अर्हक होगा।

ङ) प्राचार्य के रूप में अपना कार्यकाल पूरा करने के उपरान्त पदाधारी, आचार्य के रैंक में आचार्य के पदनाम के साथ अपने मूल संगठन में कार्यभार ग्रहण करेंगे।

ख. महाविद्यालय प्राचार्य और आचार्य के द्वितीय कार्यकाल के लिए मूल्यांकन हेतु समिति

महाविद्यालय प्राचार्य और आचार्य के द्वितीय कार्यकाल के लिए मूल्यांकन हेतु समिति की संरचना निम्नवत् होगी :

- i) संबद्ध विश्वविद्यालय के कुलपति का नामिती।
- ii) विश्वविद्यालय अनुदान आयोग के अध्यक्ष महोदय का नामिती।

नामितियों को उत्कृष्टता वाले महाविद्यालय/ उत्कृष्टता की संभावना वाले महाविद्यालय/ स्वायत्त महाविद्यालय/ एनएएसी ग्रेड 'क' प्रत्यायित महाविद्यालयों के प्राचार्यों से नामनिर्दिष्ट किया जाएगा।

IX. शारीरिक शिक्षा और खेलकूद के निदेशकों, उप-निदेशकों, सहायक निदेशकों, पुस्तकाध्यक्षों, उप-पुस्तकाध्यक्षों और सहायक पुस्तकाध्यक्षों के पद के लिए चयन समितियाँ क्रमशः आचार्य, सह आचार्य और सहायक आचार्य के समान ही होगी, और क्रमशः पुस्तकालय और शारीरिक शिक्षा और खेलकूद अथवा खेलकूद प्रशासन में कार्यरत पुस्तकाध्यक्ष/ निदेशक, शारीरिक शिक्षा और खेलकूद, जैसा भी मामला हो, चयन समिति में एक विषय विशेषज्ञ के रूप में सम्बद्ध होंगे।

X.—पुस्तकाध्यक्षों/ शारीरिक शिक्षा और खेलकूद में सहायक आचार्यों/ समकक्ष संवर्गों में एक स्तर से उच्चतर स्तर में सीएस प्रोन्नति के लिए "छानबीन-सह-मूल्यांकन समिति" निम्नानुसार होगी :

क. विश्वविद्यालय शिक्षकों हेतु :

- i) कुलपति या उनका नामिती समिति का अध्यक्ष होगा;
- ii) संबंधित संकाय का संकाय अध्यक्ष;
- iii) विभाग का प्रमुख/ विद्यालय का अध्यक्ष; और
- iv) कुलपति द्वारा विश्वविद्यालय के विशेषज्ञ के पैनलों में से संबंधित विषय में एक विषय विशेषज्ञ को नामनिर्दिष्ट किया जाएगा।

ख. महाविद्यालय शिक्षक हेतु:

- i) महाविद्यालय का प्राचार्य;
- ii) महाविद्यालय से संबंधित विभाग का प्रमुख/ प्रभारी शिक्षक;
- iii) कुलपति द्वारा विश्वविद्यालय के विशेषज्ञ के पैनलों में से संबंधित विषय में दो विषय विशेषज्ञों को नामनिर्दिष्ट किया जाएगा।

ग. विश्वविद्यालय सहायक पुस्तकाध्यक्ष हेतु :

- i) कुलपति समिति का अध्यक्ष होगा;
- ii) संबंधित संकाय का संकाय अध्यक्ष;
- iii) विश्वविद्यालय के पुस्तकालय का पुस्तकाध्यक्ष, और
- iv) कुलपति द्वारा विश्वविद्यालय के विशेषज्ञ पैनल से नामनिर्दिष्ट एक विशेषज्ञ जो पुस्तकाध्यक्ष के रूप में कार्यरत हो।

घ. महाविद्यालय सहायक पुस्तकाध्यक्ष हेतु :

- i) प्राचार्य समिति का अध्यक्ष होगा;
- ii) विश्वविद्यालय के पुस्तकालय का पुस्तकाध्यक्ष, और
- iii) कुलपति द्वारा विश्वविद्यालय के विशेषज्ञ पैनल से नामनिर्दिष्ट दो विशेषज्ञ जो पुस्तकाध्यक्ष के रूप में कार्यरत हों।

ङ. विश्वविद्यालय के शारीरिक शिक्षा और खेलकूद सहायक निदेशक हेतु:

- i) कुलपति समिति का अध्यक्ष होगा;
- ii) संबंधित संकाय का संकाय अध्यक्ष;
- iii) विश्वविद्यालय का शारीरिक शिक्षा और खेलकूद निदेशक; और

iv) विश्वविद्यालयी प्रणाली से शारीरिक शिक्षा और खेलकूद प्रशासन में एक विशेषज्ञ जिसे कुलपति द्वारा विश्वविद्यालय के विशेषज्ञ पैनल से नामनिर्देशित किया जाएगा।

च. महाविद्यालय के शारीरिक शिक्षा और खेलकूद निदेशक :

i) प्राचार्य, समिति का अध्यक्ष होगा;

ii) विश्वविद्यालय का शारीरिक शिक्षा और खेलकूद निदेशक; और

iii) विश्वविद्यालयी प्रणाली से शारीरिक शिक्षा और खेलकूद में दो विशेषज्ञ जिसे कुलपति द्वारा विश्वविद्यालय के विशेषज्ञ पैनल से नामनिर्देशित किया जाएगा।

टिप्पणी : सभी श्रेणियों में इन समितियों के लिए तीन सदस्यों द्वारा गणपूर्ति होगी, जिसमें एक विशेषज्ञ/ विश्वविद्यालय नामिती शामिल होंगे।

5.2 छानबीन- सह- मूल्यांकन समिति, इन विनियमों के आधार पर विनिर्दिष्ट न्यूनतम अपेक्षाओं के अनुरूप संबंधित विश्वविद्यालय द्वारा तैयार किए गए मूल्यांकन मानदंड और पद्धति प्ररूप के माध्यम से अभ्यर्थियों द्वारा प्राप्त किए गए प्रोबों का सत्यापन/ मूल्यांकन कर :

(क) सहायक आचार्य के प्रत्येक संवर्ग के लिए परिशिष्ट II, तालिका 1 में ;

(ख) पुस्तकाध्यक्ष के प्रत्येक संवर्ग के लिए परिशिष्ट II, तालिका 4 में ; और

(ग) शारीरिक शिक्षा और खेलकूद के प्रत्येक संवर्ग के लिए परिशिष्ट II, तालिका 5 में ;

विश्वविद्यालय/ महाविद्यालय के सिंडिकेट/ कार्यकारी परिषद/ प्रबंधन बोर्ड को कार्यान्वयन हेतु सीएस के तहत अभ्यर्थियों की प्रोन्नति की उपर्युक्तता के बारे में सिफारिश करेगी।

5.3 चयन प्रक्रिया को चयन समिति की बैठक के दिन/ अंतिम दिन ही पूरा किया जाएगा, जहां कार्यवृत्त का रिकार्ड रखा जाएगा और साक्षात्कार में किए गए निष्पादन के आधार पर अनुशंसा की जाएगी जिस पर चयन समिति के सभी सदस्यों द्वारा हस्ताक्षर किए जाएंगे।

5.4 इन विनियमों में विनिर्दिष्ट सभी चयन समितियों के लिए विभागाध्यक्ष/ प्रभारी शिक्षक को साक्षात्कार के रैंक/ पद के समकक्ष अथवा उच्चतर रैंक/ पद में होना चाहिए।

6.0 चयन प्रक्रिया :

I. समय चयन प्रक्रिया में आवेदकों के गुणावगुण और प्रत्ययपत्रों के विश्लेषण की पारदर्शी, निष्पक्ष और विश्वसनीय प्रवृत्ति शामिल होगी जो विभिन्न संगत मानदंडों में अभ्यर्थी के निष्पादन को दिए गए महत्व और परिशिष्ट II, तालिका 1, 2, 3क, 3ख, 4 और 5 के आधार पर ग्रेडिंग प्रणाली प्रोफार्मा में उनके निष्पादन पर आधारित होगा।

प्रणाली को और अधिक विश्वसनीय बनाने के लिए विश्वविद्यालय साक्षात्कार के स्तर पर शिक्षण और/ अथवा शोध में नवीनतम प्रौद्योगिकी के उपयोग के संबंध में संगोष्ठियों अथवा कक्षा की स्थिति में व्याख्यान के माध्यम से शिक्षण की योग्यता और/ अथवा अनुसंधान करने की योग्यता का मूल्यांकन किया जा सकता है। जहां कहीं इन विनियमों में चयन समितियां निर्धारित की गई हैं, वहां यह प्रक्रियाएं प्रत्यक्ष भर्ती और सीएसए प्रोन्नति, दोनों के लिए अपनाई जा सकती हैं।

II. विश्वविद्यालय विभागों और उनके संघटक महाविद्यालयों/ सम्बद्ध महाविद्यालयों (सरकारी/ सरकारी सहायता प्राप्त/ स्वायत्त/ निजी महाविद्यालयों) के लिए संस्थानगत स्तर पर परिशिष्ट II, तालिका 1, 2, 3क, 3ख, 4 और 5 को समाहित करते हुए विश्वविद्यालय अपने संबंधित सांविधिक निकायों के माध्यम से चयन समितियों और चयन प्रक्रिया के लिए इन विनियमों को अपनाएगा ताकि सभी चयन प्रक्रियाओं में पारदर्शिता लाई जा सके। विश्वविद्यालय इन विनियमों में विनिर्दिष्ट परिशिष्ट II, तालिका 1, 2, 3क, 3ख, 4 और 5 का कड़ाई से अनुपालन करते हुए शिक्षकों के लिए अपना स्व-मूल्यांकन- सह- निष्पादन समीक्षा प्ररूप तैयार कर सकती है।

III. यदि विश्वविद्यालयों और महाविद्यालयों में शिक्षकों और अन्य शैक्षणिक कर्मचारियों की सीधी भर्ती के लिए सभी चयन समितियों में अनुसूचित जाति/ अनुसूचित जनजाति/ अन्य पिछड़ा वर्ग/ अल्पसंख्यक/ महिलाओं/ निराक्षर श्रेणियों से संबंधित कोई अभ्यर्थी आवेदक है और यदि चयन समिति का कोई सदस्य उस श्रेणी से संबंधित नहीं है, तो कुलपति द्वारा उक्त श्रेणियों से संबंध रखने वाले से शिक्षाविद् को नामनिर्देशित किया जाएगा और महाविद्यालय की स्थिति में उस विश्वविद्यालय के कुलपति द्वारा नामनिर्देशित किया जाएगा जिससे महाविद्यालय सम्बद्ध है। इस प्रयोजन हेतु इस प्रकार नामनिर्देशित शिक्षाविद् आवेदक के संवर्ग के स्तर से एक स्तर उपर होगा और ऐसा नामिती सुनिश्चित करेगा कि चयन प्रक्रिया के दौरान उपर्युक्त श्रेणियों के संबंध में केन्द्र सरकार या संबंधित राज्य सरकार के मानकों का कड़ाई से अनुपालन किया जाए।

IV. आचार्य के चयन की प्रक्रिया में इन विनियमों के परिशिष्ट II, तालिका 1 और 2 में विनिर्दिष्ट मूल्यांकन मानदंड और पद्धति संबंधी दिशानिर्देशों के आधार पर संबंधित विश्वविद्यालयों द्वारा आवेदन आमंत्रित करना तथा अभ्यर्थियों के महत्वपूर्ण प्रकाशनों का पुनर्मुद्रण करना शामिल है।

बशर्त कि अभ्यर्थी द्वारा जमा किए गए प्रकाशन को अर्हक अवधि के दौरान प्रकाशित किया गया हो।

बशर्त आगे कि साक्षात्कार किए जाने से पूर्व ऐसे प्रकाशनों को मूल्यांकन हेतु विषय विशेषज्ञों को उपलब्ध कराया जाएगा। विशेषज्ञ द्वारा किए गए प्रकाशनों के मूल्यांकन को चयन के निष्कर्षों को अंतिमरूप देते समय ध्यान में रखा जाएगा।

V. ऐसे संकाय सदस्यों के चयन के मामले में जो शैक्षणिक क्षेत्र के इतर हों उन्हें इन विनियमों के खंड 4.1 (IIIख), 4.2 (Iख, IIख, IIIख), 4.3 (Iख, IIख, IIIख) और 4.4 (IIIख) के तहत विचार किया जाएगा, विश्वविद्यालय के सांविधिक निकायों द्वारा स्पष्ट तथा पारदर्शी मानदंड तथा प्रक्रियाएं निर्धारित की जानी चाहिए ताकि उत्कृष्ट पेशेवर, जो विश्वविद्यालयी ज्ञान प्रणाली में पर्याप्त योगदान दे सकते हैं, उनका चयन किया जा सके।

VI. कतिपय विधाओं/ क्षेत्रों यथा संगीत तथा ललित कला, विजुअल आर्ट्स तथा परफार्मिंग आर्ट्स, शारीरिक शिक्षा तथा खेलकूद और पुस्तकालय जिनमें भिन्न स्वरूप के उत्तरदायित्व होते हैं, वहां इन विनियमों में प्रत्येक पद के समक्ष उल्लिखित दायित्वों के स्वरूप पर बल दिया जाना चाहिए, जिस पर सीधी भर्ती तथा सीएस प्रोन्नति, दोनों के लिए प्ररूप को विकसित करते हुए संस्थान द्वारा ध्यान दिया जाना चाहिए।

VII. विश्वविद्यालय अनुदान आयोग/ राष्ट्रीय मूल्यांकन और प्रत्यायन परिषद् (एनएएसी) दिशानिर्देशों के अनुसार कुलपति की अध्यक्षता (विश्वविद्यालय के मामले में), प्राचार्य की अध्यक्षता में (महाविद्यालय के मामले में) सभी विश्वविद्यालयों/ महाविद्यालयों में आंतरिक गुणवत्ता आश्वासन प्रकोष्ठ (आईव्यूएसी) की स्थापना की जाएगी। आईव्यूएसी, संस्थान के लिए प्रलेखन तथा अभिलेखों का रखरखाव करने वाले प्रकोष्ठ के रूप में कार्य करेगा जिसमें इन विनियमों के आधार पर मूल्यांकन मानदंड और पद्धति प्ररूप विकसित करने में सहायता प्रदान करना शामिल है। जहां कहीं भी संभव हो आईव्यूएसी संस्थागत मानदंडों के आधार पर मूल्यांकन मानदंड और पद्धति प्ररूप में प्रत्येक शिक्षक के संबंध में छात्र के मूल्यांकन के घटक को सम्मिलित नहीं करते हुए एनएएसी दिशानिर्देशों के अनुसार छात्र प्रतिक्रिया प्रणाली विकसित कर सकता है।

क. सीएस प्रोन्नति हेतु महाविद्यालय और विश्वविद्यालय के शिक्षकों के निष्पादन का मूल्यांकन निम्नवत मानदंडों पर आधारित है।

- शिक्षण- ज्ञान-अर्जन और मूल्यांकन:** कक्षा में नियमित रूप से आने, समय पर आने, कक्षा के समय में या उसके बाद सुधारात्मक शिक्षण और संशय मिटाने, परामर्श और मार्गदर्शन, जब आवश्यकता हो तो महाविद्यालय/ विश्वविद्यालय में सहायता हेतु अतिरिक्त अध्यापन इत्यादि जैसे ध्यान देने योग्य संकेतकों पर आधारित शिक्षण की वचनबद्धता; परीक्षा और मूल्यांकन कार्यकलाप जैसे परीक्षा पर्यवेक्षण संबंधी कार्य करना, विश्वविद्यालय/ महाविद्यालय परीक्षाओं के लिए प्रश्न पत्र बनाना, परीक्षा उत्तर पुस्तिका के मूल्यांकन में भाग लेना, प्रत्येक शिक्षा सत्र से पहले घोषित अनुसूची के अनुसार आंतरिक मूल्यांकन के लिए परीक्षाएं संचालित करना और वापस आकर कक्षा में उत्तर पर चर्चा करना।
- शिक्षण और शोध कार्यकलापों से संबंधित व्यक्तिगत विकास:** प्रबोधन/ पुनश्चर्चा/ कार्यविधि पाठ्यक्रम में भाग लेना, ई- विषयवस्तु और एमओओसी का विकास, संगोष्ठियों/ सम्मलेनों/ कार्यशालाओं का आयोजन/ पत्र प्रस्तुत करना और सत्रों की अध्यक्षता करना/ शोध परियोजनाओं को मार्गदर्शन प्रदान करना तथा राष्ट्रीय एवं अंतरराष्ट्रीय पत्रिकाओं में शोध निष्कर्षों का प्रकाशन इत्यादि।
- प्रशासनिक सहायता और छात्र सह- पाठ्यक्रम और पाठ्येत्तर कार्यकलापों में भागीदारी**

ख. मूल्यांकन प्रक्रिया

सभी स्तरों पर सीएस के अंतर्गत प्रोन्नति हेतु मूल्यांकन करने के लिए निम्नलिखित त्री स्तरीय प्रक्रिया की सिफारिश की जाती है:

पहला स्तर: विश्वविद्यालय/ महाविद्यालय के शिक्षक विनिर्दिष्ट प्रपत्र में वार्षिक स्व-मूल्यांकन रिपोर्ट विश्वविद्यालय/ महाविद्यालय को भेजेंगे जिसे परिशिष्ट 2 की तालिका 1 से 5 के आधार पर बनाया जाएगा। यह रिपोर्ट विनिर्दिष्ट समय में प्रत्येक शैक्षिक वर्ष के अंत में भेजी जानी चाहिए। शिक्षक, वार्षिक स्व-मूल्यांकन रिपोर्ट में किए गए दावों के लिए साक्ष्यों के दस्तावेज उपलब्ध करवाएगा, जिसकी विभागाध्यक्ष/ प्रभारी शिक्षक द्वारा पुष्टि की जाएगी। इसे विभागाध्यक्ष (एचओडी)/ प्रभारी शिक्षक के माध्यम से भेजा जाना चाहिए।

दूसरा स्तर: सीएस के अंतर्गत प्रोन्नति हेतु आवश्यक वर्षों के अनुभव को पूर्ण किए जाने और नीचे दी गई अन्य अपेक्षाओं को पूरा किए जाने के उपरांत शिक्षक सीएस के अंतर्गत आवेदन भेजेगा।

तीसरा स्तर: सीएस प्रोन्नति, इन विनियमों के खण्ड 6.4 में दी गई पद्धति के अनुसार प्रदान की जाएगी।

6.1 मूल्यांकन मानदंड और कार्यविधि:

(क) परिशिष्ट II की तालिका 3 से 3. विश्वविद्यालय और महाविद्यालय में सहायक आचार्य / सह आचार्य / आचार्य / वरिष्ठ आचार्य के घयन के लिए लागू है।

(ख) परिशिष्ट II की तालिका 4, कॅरियर उन्नति योजना के अंतर्गत प्रोन्नति हेतु सहायक पुस्तकालय / महाविद्यालय पुस्तकालय और उप पुस्तकालय के लिए लागू है; और

(ग) परिशिष्ट II की तालिका 5, कॅरियर उन्नति योजना के अंतर्गत प्रोन्नति हेतु शारीरिक शिक्षा एवं खेलकूद के सहायक निदेशक / महाविद्यालय निदेशक और शारीरिक शिक्षा और खेलकूद के उपनिदेशक / निदेशकों पर लागू है।

8.2. उक्त संवर्गों के लिए घयन समिति का गठन और घयन कार्यविधि तथा मूल्यांकन मानदण्ड और कार्यविधि चाहे वह सीधी भर्ती के लिए हो या कॅरियर उन्नति योजना के अंतर्गत हो, इन विनियमों के अनुसार होगी।

8.3. इन विनियमों के तहत कॅरियर उन्नति योजना के अंतर्गत प्रोन्नतियों के लिए बनाए गए मानदण्ड, इन विनियमों की अधिसूचना की तिथि से प्रभावी होंगे। तथापि, विद्यमान विनियमों के अंतर्गत पहले से योग्य अथवा संभावित योग्यता प्राप्त करने वाले संक्रय के सदस्यों की कठिनाई कम करने के लिए उन्हें विद्यमान विनियमों के अंतर्गत प्रोन्नति हेतु विचार किए जाने के लिए विकल्प दिया जा सकता है। यह विकल्प इन विनियमों की तिथि से केवल तीन वर्ष तक प्रयोग में लाया जा सकता है।

सीएस के अंतर्गत प्रोन्नति हेतु विचार किए जाने के इच्छुक शिक्षक को अंतिम तिथि से तीन माह के भीतर विश्वविद्यालय / महाविद्यालय को लिखित में यह भेजना होगा कि वह सीएस के अंतर्गत सभी अर्हताओं को पूरा करता है / करती है और विश्वविद्यालय / महाविद्यालय को इन विनियमों में निर्धारित किए गए मूल्यांकन मानदण्ड और कार्यविधि दिशानिर्देशों के अनुसार सभी जानकारियों सहित संबद्ध विश्वविद्यालय द्वारा विकसित मूल्यांकन मानदण्ड और कार्यविधि प्रपत्र में भेजेगा। सीएस के अंतर्गत विभिन्न पदों के लिए घयन समिति की बैठकों के आयोजन में किसी विलंब से बचने के लिए विश्वविद्यालय / महाविद्यालय जांच / घयन की प्रक्रिया आरंभ कर सकता है और आवेदन प्राप्ति से 6 माह के भीतर प्रक्रिया को पूरा करेगा। इसके अतिरिक्त, इन विनियमों के अधिसूचित होने की तिथि को इन विनियमों में दिए गए सभी अन्य मानदण्डों को पूरा करने वाले अभ्यर्थियों की कठिनाई को कम करने के लिए उन पर इन योग्यताओं को पूरा करने की तिथि के बाद से अथवा उस तिथि से प्रोन्नति हेतु विचार किया जा सकता है।

II. खण्ड 5.1 से 5.4 में दया अंतर्गत घयन समिति संबंधी विनिर्दिष्टताएं, संक्रय पदों अथवा समकक्ष संवर्गों और सहायक आचार्य से सह आचार्य, सह आचार्य से आचार्य, आचार्य से वरिष्ठ आचार्य (विश्वविद्यालय में) और समकक्ष संवर्गों के लिए सभी सीधी भर्ती तथा कॅरियर उन्नति योजना के लिए लागू होंगे।

III. एक निचले स्तर से सहायक आचार्य के ऊंचे स्तर तक सीएस प्रोन्नति, परिशिष्ट-II की तालिका 1 में विनिर्दिष्ट मानदण्डों को पालन करते हुए एक जांच एवं मूल्यांकन समिति के माध्यम से संचालित की जाएगी।

IV. सीएस के अंतर्गत प्रोन्नति, स्थायी संस्वीकृत पदधारक शिक्षक की वैयक्तिक प्रोन्नति है, उसकी सेवाश्रुति पर उक्त पद मूल संवर्ग में वापस धता जाएगा।

V. सीएस के अंतर्गत प्रोन्नति के लिए आवेदक शिक्षक, घयन समिति द्वारा विचार किए जाने वाली तिथि को विश्वविद्यालय / महाविद्यालय की सक्रिय सेवा और भूमिका में होना चाहिए।

VI. यदि अभ्यर्थी संगत मूल्यांकन मानदण्ड और कार्यविधि तालिकाओं में विनिर्दिष्ट न्यूनतम ग्रेडिंग को पूरा करता है / करती है तो वह आवेदन तथा अपेक्षित मूल्यांकन मानदण्ड और कार्यविधि प्रपत्र भेज कर प्रोन्नति हेतु मूल्यांकन के लिए स्वयं को प्रस्तुत करेगा। वह ऐसा अंतिम तिथि से तीन माह पूर्व कर सकता है। विश्वविद्यालय योग्य अभ्यर्थी से सीएस प्रोन्नति हेतु आवेदन प्राप्त करने के लिए वर्ष में दो बार एक सामान्य परिपत्र निकालेगा।

i) यदि एक अभ्यर्थी न्यूनतम योग्यता अवधि की पूर्ति पर प्रोन्नति के लिए आवेदन करता है और सफल हो जाता है तो प्रोन्नति की तिथि, योग्यता की न्यूनतम अवधि को पूरा करने की तिथि होगी।

ii) तथापि, यदि अभ्यर्थी को पता चलता है कि वह परिशिष्ट-II की तालिकाओं 1, 2, 4, और 5 में दया विनिर्दिष्ट सीएस प्रोन्नति मानदण्डों को बाद की तिथि में पूरा करेगा और वह उसी तिथि को आवेदन करता है तथा सफल हो जाता है तो उसकी प्रोन्नति उसके द्वारा योग्यता मानदण्ड पूरा करने की तिथि से प्रभावी होगी।

iii) ऐसे अभ्यर्थी जो प्रथम मूल्यांकन में सफल नहीं हो पाते हैं उनका पुनर्मूल्यांकन एक वर्ष के बाद ही किया जाएगा। जब ऐसे अभ्यर्थी बाद में किए गए मूल्यांकन में सफल हो जाते हैं तो उनकी प्रोन्नति अस्वीकृति की तिथि से एक वर्ष मानी जाएगी।

VII. विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के स्वरूपाय हेतु अन्य उपाय) संबंधी विनियम, 2010 और इसमें बाद में किए गए संशोधनों के तहत कॅरियर उन्नति योजना के अंतर्गत एक अकादमिक स्तर / ग्रेड वेतन से दूसरे अकादमिक स्तर / ग्रेड वेतन में

प्रोन्नतियों के लंबित मामलों के संबंध में शिक्षक को एक अकादमिक स्तर/ ग्रेड वेतन से दूसरे अकादमिक स्तर/ ग्रेड वेतन में प्रोन्नति पर विचार किए जाने हेतु निम्नानुसार विकल्प दिया जाएगा:

(क) इन विनियमों के अंतर्गत शिक्षकों पर एक अकादमिक स्तर/ ग्रेड वेतन से दूसरे में प्रोन्नति हेतु सीएस के अनुसार विचार किया जाएगा।

अथवा

(ख) एक अकादमिक स्तर/ ग्रेड वेतन से दूसरे में प्रोन्नति हेतु संकाय के सदस्यों पर सीएस के अनुसार विचार किया जाएगा जो कि विश्वविद्यालयों एवं महाविद्यालयों में शिक्षकों और अन्य अकादमिक स्टाफ की नियुक्ति हेतु विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय) संबंधी विनियम, 2010 तथा इसमें बाद में किए गए संशोधनों के तहत होगा जिसमें इन विनियमों की अधिसूचना की तिथि तक अकादमिक निष्पादन संकेतकों (एपीआई) पर आधारित निष्पादन आधारित मूल्यांकन पद्धति (पीबीएस) की अर्हताओं में छूट प्रदान की जाएगी।

विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय) संबंधी विनियम, 2010 और इसमें किए गए संशोधनों में यथा उपबंधित सीएस के अंतर्गत एक अकादमिक स्तर/ ग्रेड वेतन से दूसरे में प्रोन्नति हेतु इन विनियमों की अधिसूचना की तिथि तक अकादमिक निष्पादन संकेतक (एपीआई) आधारित निष्पादन आधारित मूल्यांकन पद्धति (पीबीएस) की अर्हताओं में छूट को नीचे परिभाषित किया गया है।

- i. उपर्युक्त उल्लिखित परिशिष्ट- III में यथा परिभाषित श्रेणी- I के तहत प्राप्तांक से छूट के लिए उपर्युक्त उल्लिखित विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय) संबंधी विनियम, 2010 सहित संकाय और अन्य समतुल्य संवर्ग के पदों के लिए विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय) (चौथा संशोधन) संबंधी विनियम, 2016।
- ii. विश्वविद्यालय अनुदान आयोग (विश्वविद्यालय और महाविद्यालयों में शिक्षकों और अन्य शैक्षिक कर्मचारियों की नियुक्ति हेतु न्यूनतम अर्हता तथा उच्चतर शिक्षा में मानकों के रखरखाव हेतु अन्य उपाय) संबंधी विनियम, 2010 में यथा उपबंधानुसार संकाय और अन्य समतुल्य संवर्ग के पदों के लिए श्रेणी- II तथा श्रेणी- III के लिए अंक प्रदान किए जाएंगे जिसमें श्रेणी- II तथा श्रेणी- III पर एक साथ विचार कर निम्नवत समेकित न्यूनतम एपीआई प्राप्तांक अपेक्षाएं निम्नानुसार होंगी:

नोट: श्रेणी- II और श्रेणी- III के लिए पृथक रूप से कोई न्यूनतम एपीआई प्राप्तांक की अपेक्षाएं नहीं होंगी।

तालिका- क (विश्वविद्यालय विभागों में सीएस के अंतर्गत शिक्षकों की प्रोन्नति के लिए एपीआई संबंधी न्यूनतम अपेक्षाएं)

क्रम संख्या		सहायक आचार्य (चरण 1/ एजीपी 6000/- रुपए से चरण 2/एजीपी 7000/- रुपए)	सहायक आचार्य (चरण 2/ एजीपी 7000/- रुपए) से चरण 3/ एजीपी 8000/- रुपए)	सहायक आचार्य (चरण 3/ एजीपी 8000/- रुपए) से सह आचार्य (चरण 4/ एजीपी 9000/- रुपए)	सह आचार्य (चरण 4/ एजीपी 9000/- रुपए से आचार्य (चरण 5/एजीपी 10000/- रुपए)
1	शोध और अकादमिक योगदान (श्रेणी- III)	40/ मूल्यांकन अवधि	100/ मूल्यांकन अवधि	90/ मूल्यांकन अवधि	120/ मूल्यांकन अवधि
2	विशेषज्ञ मूल्यांकन पद्धति	छानबीन समिति	छानबीन समिति	चयन समिति	चयन समिति

तालिका- ख (महाविद्यालयों में सीएस के अंतर्गत शिक्षकों की प्रोन्नति हेतु एपीआई संबंधी न्यूनतम अपेक्षाएं (स्नातकपूर्व और स्नातकोत्तर) :

क्र. सं.		सहायक आचार्य (चरण 1/ एजीपी 8000/- रुपए से चरण 2/ एजीपी 7000/- रुपए) -	सहायक आचार्य (चरण 2/ एजीपी 7000/- रुपए से चरण 3/ एजीपी 8000/- रुपए)	सहायक आचार्य (चरण 3/ एजीपी 8000/- रुपए से सह आचार्य (चरण 4/ एजीपी 9000/- रुपए)	सह आचार्य (चरण 4/ एजीपी 9000/- रुपए) से आचार्य (चरण 5/ एजीपी 10000/- रुपए)
1	शोध अकादमिक योगदान (श्रेणी-III)	20/ मूल्यांकन अवधि	50/ मूल्यांकन अवधि	45/ मूल्यांकन अवधि	60/ मूल्यांकन अवधि
2	विशेषज्ञ मूल्यांकन पद्धति	अनवीन समिति	अनवीन समिति	व्ययन समिति	व्ययन समिति

तालिका- ग (विश्वविद्यालयों में सीएस के अंतर्गत पुस्तकालय स्टाफ की प्रोन्नति हेतु एपीआई संबंधी न्यूनतम अपेक्षाएं) :

क्र. सं.		सहायक पुस्तकालय (चरण 1/ एजीपी 8000/- रुपए से चरण 2/ एजीपी 7000/- रुपए)	सहायक पुस्तकालय (चरण 2/ एजीपी 7000/- रुपए से चरण 3/ एजीपी 8000/- रुपए)	सहायक पुस्तकालय (चरण 3/ एजीपी 8000/- रुपए से उप पुस्तकालय (चरण 4/ एजीपी 9000/- रुपए)	उप पुस्तकालय (चरण 4/ एजीपी 9000/- रुपए से चरण 5 एजीपी 10000/- रुपए)
1	शोध अकादमिक योगदान (श्रेणी-III)	40/ मूल्यांकन अवधि	100/ मूल्यांकन अवधि	90/ मूल्यांकन अवधि	120 प्रति मूल्यांकन अवधि
2	विशेषज्ञ मूल्यांकन पद्धति	अनवीन समिति	अनवीन समिति	व्ययन समिति	व्ययन समिति

तालिका- घ (महाविद्यालयों में सीएस के अंतर्गत पुस्तकालय स्टाफ की प्रोन्नति हेतु एपीआई संबंधी न्यूनतम अपेक्षाएं) :

क्र. सं.		सहायक पुस्तकालय (चरण 1/ एजीपी 8000/- रुपए से चरण 2/ एजीपी 7000/- रुपए)	सहायक पुस्तकालय (चरण 2/ एजीपी 7000/- रुपए से चरण 3/ एजीपी 8000/- रुपए)	सहायक पुस्तकालय (चरण 3/ एजीपी 8000/- रुपए से उप पुस्तकालय (चरण 4/ एजीपी 9000/- रुपए)
1	शोध अकादमिक योगदान (श्रेणी-III)	20/ मूल्यांकन अवधि	50/ मूल्यांकन अवधि	45/ मूल्यांकन अवधि
2	विशेषज्ञ मूल्यांकन पद्धति	अनवीन समिति	अनवीन समिति	व्ययन समिति

तालिका- ड (विश्वविद्यालय निदेशक/ उप निदेशक/ सहायक निदेशक, शारीरिक शिक्षा और खेलकूद की प्रोन्नति हेतु एपीआई संबंधी न्यूनतम अपेक्षाएँ) :

क्र.सं.		सहायक निदेशक (चरण 1/ एजीपी 6000/- रुपए से चरण 2/ एजीपी 7000/- रुपए)	सहायक निदेशक (चरण 2/ एजीपी 7000/- रुपए) से सहायक निदेशक (चयन ग्रेड)/ उप निदेशक (चरण 3/ एजीपी 8000/- रुपए)	सहायक निदेशक (चयन ग्रेड)/ उप निदेशक (चरण 3/ एजीपी 8000/- रुपए) से उप निदेशक (चरण 4/ एजीपी 9000/- रुपए)	उप निदेशक (चरण 4/ एजीपी 9000/- रुपए) से उप निदेशक (चरण 5/ एजीपी 10000/- रुपए)
1	शोध और अकादमिक योगदान (श्रेणी-III)	40/ मूल्यांकन अवधि	100/ मूल्यांकन अवधि	90/ मूल्यांकन अवधि	120 प्रति मूल्यांकन अवधि
2	विशेषज्ञ मूल्यांकन पद्धति	छानबीन समिति	छानबीन समिति	चयन समिति	चयन समिति

तालिका- च (महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद की प्रोन्नति हेतु एपीआई संबंधी न्यूनतम अपेक्षाएँ) :

क्र.सं.		सहायक निदेशक (चरण 1/ एजीपी 6000/- रुपए से चरण 2/ एजीपी 7000/- रुपए)	सहायक निदेशक (चरण 2/ एजीपी 7000/- रुपए) से सहायक निदेशक (चयन ग्रेड)/ उप निदेशक (चरण 3/ एजीपी 8000/- रुपए)	सहायक निदेशक (चयन ग्रेड)/ उप निदेशक (चरण 3/ एजीपी 8000/- रुपए) से उप निदेशक (चरण 4/ एजीपी 9000/- रुपए)
1	शोध और अकादमिक योगदान (श्रेणी-III)	20/ मूल्यांकन अवधि	50/ मूल्यांकन अवधि	45/ मूल्यांकन अवधि
2	विशेषज्ञ मूल्यांकन पद्धति	छानबीन समिति	छानबीन समिति	चयन समिति

VIII. सीएएस के अंतर्गत प्रोन्नतियों के लिए प्रबोधन पाठ्यक्रम और पुनश्चर्या पाठ्यक्रम की अपेक्षा दिनांक 31 दिसम्बर, 2018 तक अनिवार्य नहीं होगी।

6.4 कॅरियर उन्नति योजना के अंतर्गत पदधारी और नव-नियुक्त सहायक आचार्य/ सह आचार्य/ आचार्यों की प्रोन्नति के चरण क. प्रवेश-स्तर पर सहायक आचार्य, कॅरियर उन्नति योजना (सीएएस) के अंतर्गत प्रोन्नति के लिए दो क्रमिक स्तरों (स्तर 11 और स्तर 12) के माध्यम से पात्र होंगे बशर्त वे इन विनियमों के खण्ड 6.3 में विनिर्दिष्ट योग्यता और निष्पादन मानदण्ड को पूरा करते हों।

ख. महाविद्यालय के शिक्षकों के लिए कॅरियर उन्नति योजना (सीएएस)

I सहायक आचार्य (अकादमिक स्तर 10) से सहायक आचार्य (वरिष्ठ वेतनमान/ अकादमिक स्तर 11)

योग्यता : ऐसे सहायक आचार्य जिन्होंने सेवा में चार वर्ष पूरे कर लिए हों और पीएचडी की उपाधि धारक हों अथवा सेवा में पांच वर्ष पूरे कर लिए हों और व्यावसायिक पाठ्यक्रमों में एमफिल/स्नातकोत्तर उपाधि धारक हों जैसे एलएलएम, एम. टेक, एम. वी. एससी, एम.डी. अथवा जो व्यावसायिक पाठ्यक्रमों में पीएचडी/ एमफिल/ स्नातकोत्तर की उपाधि धारक नहीं हों और जिन्होंने सेवा में छह वर्ष पूरे कर लिए हों।

(i) शिक्षण कार्यविधि पर 21 दिन की अवधि के एक-प्रबोधन पाठ्यक्रम में भाग लिया हो; और

(ii). निम्नलिखित में से किसी एक कार्यक्रम में भाग लिया हो : एक पुनश्चर्या/ शोध कार्यविधि पाठ्यक्रम पूरा किया हो।

अथवा

निम्नलिखित में से किसी एक कार्यक्रम में भाग लिया हो कार्यशाला, पाठ्यचर्या उन्नयन कार्यशाला, प्रशिक्षण शिक्षण- ज्ञान अर्जन- मूल्यांकन, प्रौद्योगिकी कार्यक्रम और कम से कम एक सप्ताह (5 दिन) की अवधि का संकाय विकास कार्यक्रम।

अथवा

मूल्यांकन अवधि के दौरान एक एमओओसी पाठ्यक्रम (ई- प्रमाणन के साथ) पूरा किया हो अथवा चार-चतुर्थांश में ई-विषयवस्तु का विकास / एमओओसी पाठ्यक्रम पूरा किया हो।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) जैसा कि परिशिष्ट- II तालिका 1 में विनिर्दिष्ट है, मूल्यांकन अवधि के पिछले चार/ पाँच/ छह वर्षों में से कम से कम तीन/ चार/ पाँच, इनमें से जो भी लागू हो, वर्ष की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों।

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई हो।

II. सहायक आचार्य (वरिष्ठ वेतनमान/ अकादमिक स्तर 11) से सहायक आचार्य (वरिष्ठ ग्रेड / अकादमिक स्तर 12)

योग्यता:

1) ऐसे सहायक आचार्य जिन्होंने वेतनमान अकादमिक स्तर 11/ वरिष्ठ वेतनमान में पांच वर्ष की सेवा पूर्ण कर ली हो।

2) अकादमिक स्तर-11/ वरिष्ठ वेतनमान के पिछले पांच वर्षों के दौरान निम्नलिखित में से कोई दो किए हों: मूल्यांकन की अवधि के दौरान कम से कम दो सप्ताह (10 दिन) की अवधि (अथवा कम से कम दो सप्ताह (दस दिनों) की अवधि के प्रत्येक एकल पाठ्यक्रम/ कार्यक्रम के स्थान पर कम से कम एक सप्ताह (पांच दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों) के पुनश्चर्या पाठ्यक्रम/ शोध कार्यविधि पाठ्यक्रम/ कार्यशालाओं/ पाठ्यचर्या उन्नयन कार्यशाला/ शिक्षण- ज्ञान अर्जन- मूल्यांकन/ प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम/ पाठ्यक्रम पूर्ण किए हों; अथवा संगत विषय में (ई- प्रमाणन) सहित एमओओसी पाठ्यक्रम पूर्ण किया हो, एक पाठ्यक्रम के कम से कम 10 मॉड्यूल के 4 चतुर्थांश (कम से कम एक चतुर्थांश) में ई-विषयवस्तु के विकास में योगदान दिया हो/ एमओओसी पाठ्यक्रम संचालित करने में योगदान दिया हो।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि,

(i) मूल्यांकन अवधि के पिछले पाँच वर्षों में से कम से कम चार, इनमें से जो भी लागू हो, वर्ष की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों (जैसा कि परिशिष्ट- II तालिका 1 में विहित किया गया है)।

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई हो।

III. सहायक आचार्य (चयन ग्रेड/ अकादमिक स्तर 12) से सह आचार्य (अकादमिक स्तर 13 क)

योग्यता:

1) ऐसे सहायक आचार्य जिन्होंने अकादमिक स्तर 12/ चयन ग्रेड में तीन वर्ष की सेवा पूर्ण की हो।

2) संगत/ संबद्ध/ संगत विषय में पीएच.डी की उपाधि प्राप्त की हो।

3) पिछले तीन वर्षों के दौरान निम्नलिखित में से कोई एक कार्यक्रम/ पाठ्यक्रम पूर्ण किए हों : मूल्यांकन की अवधि के दौरान कम से कम दो सप्ताह (10 दिन) की अवधि (अथवा कम से कम दो सप्ताह (दस दिनों) की अवधि के प्रत्येक एकल पाठ्यक्रम/ कार्यक्रम के स्थान पर कम से कम एक सप्ताह (पांच दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों) के पुनश्चर्या पाठ्यक्रम/ कार्यविधि कार्यशाला/ पाठ्यचर्या उन्नयन कार्यशाला/ शिक्षण- ज्ञान अर्जन- मूल्यांकन/ प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम श्रेणी के कार्यक्रमों/ पाठ्यक्रमों में से कम से कम एक कार्यक्रम/ पाठ्यक्रम पूर्ण किया हो; अथवा संगत विषय में (ई- प्रमाणन) सहित एमओओसी पाठ्यक्रम पूर्ण किया हो; एक पाठ्यक्रम के कम से कम 10 मॉड्यूल के 4 चतुर्थांश (कम से कम एक चतुर्थांश) में ई-विषयवस्तु के विकास में योगदान दिया हो/ एमओओसी पाठ्यक्रम संचालित करने में योगदान दिया हो।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) जैसा कि परिशिष्ट- II तालिका 1 में विहित है, मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से दो वर्षों की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों; और

(ii) सह आचार्य के पद पर प्रोन्नति की सिफारिश इन विनियमों के अनुसार गठित चयन समिति द्वारा की गई हो।

IV. सह आचार्य (अकादमिक स्तर 13क) से आचार्य (अकादमिक स्तर 14)

योग्यता:

1. ऐसे सह आचार्य जिन्होंने अकादमिक स्तर 13क में सेवा के तीन वर्ष पूर्ण किए हों
2. संगत/ संबद्ध विषय में पीएच.डी की उपाधि प्राप्त की हो।
3. समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में कम से कम 10 शोध प्रकाशन किए हों जिनमें से तीन शोध पत्र मूल्यांकन अवधि के दौरान प्रकाशित हुए हों।
4. परिशिष्ट- II तालिका 2 के अनुसार कम से कम 110 शोध अंक प्राप्त किए हों।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) जैसा कि परिशिष्ट- II तालिका 1 में विहित है, शिक्षक को मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से दो वर्षों की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों; और जैसा कि परिशिष्ट- II तालिका 1 में विहित है, कम से कम 110 शोध अंक प्राप्त किए हों।

(ii) इन विनियमों के अनुसार गठित चयन समिति द्वारा आचार्य के पद पर प्रोन्नति की सिफारिश की गई हो।

ग. विश्वविद्यालय के शिक्षकों के लिए कॅरियर उन्नति योजना (सीएस)

I. सहायक आचार्य (अकादमिक स्तर 10) से सहायक आचार्य (वरिष्ठ वेतनमान/ अकादमिक स्तर 11)

योग्यता:

(i) एक सहायक आचार्य जिसने पीएच.डी की उपाधि के साथ सेवा में चार वर्ष पूरे किए हों अथवा पेशेवर पाठ्यक्रम जैसे एलएलएम, एम. टेक, एम.बी.एससी, और एम.डी. में एम.फिल/ स्नातकोत्तर की उपाधि के साथ सेवा में पाँच वर्ष अथवा पेशेवर पाठ्यक्रम में पीएच.डी/एम.फिल/स्नातकोत्तर की उपाधि के बिना सेवा में छह वर्ष पूरे किए हों और निम्नलिखित शर्तें पूरी करता हो:

(ii) शिक्षण कार्यविधि पर 21 दिन की अवधि के एक प्रबोधन पाठ्यक्रम में भाग लिया हो;

(iii) इनमें से कोई एक किया हो: मूल्यांकन अवधि के दौरान कम से कम एक सप्ताह (5 दिन) की अवधि का पुनश्चर्या पाठ्यक्रम / शोध कार्यविधि पाठ्यक्रम/ कार्यशाला/ पाठ्यचर्या उन्नयन कार्यशाला/ प्रशिक्षण शिक्षण- ज्ञान अर्जन- मूल्यांकन, प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम पूरा किया हो अथवा एक एमओओसी पाठ्यक्रम (ई-प्रमाणन के साथ) पूरा किया हो अथवा चार चतुर्थांश में ई- विषयवस्तु के विकास/ एमओओसी पाठ्यक्रम पूरा किया हो, और

(iv) मूल्यांकन अवधि के दौरान समकक्ष व्यक्ति समीक्षित अथवा वि०अ०आ० सूचीबद्ध जर्नलों में एक शोध प्रकाशन प्रकाशित हुआ हो।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) जैसा कि परिशिष्ट- II तालिका 1 में विनिर्दिष्ट है, मूल्यांकन अवधि के पिछले चार/ पाँच/ छह वर्षों में से कम से कम तीन/ चार/ पाँच, इनमें से जो भी लागू हो, वर्ष की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों।

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई हो।

II. सहायक आचार्य (वरिष्ठ वेतनमान/ अकादमिक स्तर 11) से सहायक आचार्य (वरिष्ठ ग्रेड / अकादमिक स्तर 12)

योग्यता:

(i) ऐसे सहायक आचार्य जिन्होंने अकादमिक स्तर 11/ वरिष्ठ वेतनमान में पाँच वर्ष की सेवा पूर्ण कर ली हो।

(ii) संगत/ संबद्ध विषय में पीएच.डी की उपाधि प्राप्त की हो।

(iii) अकादमिक स्तर-11/ वरिष्ठ वेतनमान के पिछले पाँच वर्षों के दौरान निम्नलिखित में से कोई दो किए हों मूल्यांकन की अवधि के दौरान कम से कम दो सप्ताह (10 दिन) की अवधि (अथवा कम से कम दो सप्ताह (दस दिनों) की अवधि के प्रत्येक एकल पाठ्यक्रम/ कार्यक्रम के स्थान पर कम से कम एक सप्ताह (पाँच दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों) के पुनरुचर्या पाठ्यक्रम/ शोध कार्यविधि पाठ्यक्रम/ कार्यशालाओं/ पाठ्यचर्या रचनयन कार्यशाला/ शिक्षण- प्रान अर्जन- मूल्यांकन/ प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम/ पाठ्यक्रम पूर्ण किए हों; अथवा संगत विषय में (ई- प्रमाणन) सहित एमप्रोओसी पाठ्यक्रम पूर्ण किया हो; एक पाठ्यक्रम के कम से कम 10 मॉड्यूल के 4 चतुर्थांश (कम से कम एक चतुर्थांश) में ई-विषयवस्तु के विकास में योगदान दिया हो/ एमप्रोओसी पाठ्यक्रम संचालित करने में योगदान दिया हो।

(iv) मूल्यांकन अवधि के दौरान समकक्ष व्यक्ति समीक्षित अथवा वि०अ०अ० सूचीबद्ध जर्नलों में तीन शोध पत्र हुए हों।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) मूल्यांकन अवधि के दौरान पिछले पाँच वर्षों में से कम से कम चार वर्षों के दौरान शिक्षक को वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हो (जैसा कि परिशिष्ट- II तालिका 1 में विनिर्दिष्ट है); और

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई हो।

III. सहायक आचार्य (घवन ग्रेड/ अकादमिक स्तर 12) से सह आचार्य (अकादमिक स्तर 13क)

1) ऐसे सहायक आचार्य जिन्होंने अकादमिक स्तर 12/ घवन ग्रेड में तीन वर्ष की सेवा पूर्ण की हो।

2) संगत/ संबद्ध विषय में पीएच.डी की उपाधि प्राप्त की हो।

3) पिछले तीन वर्षों के दौरान निम्नलिखित में से कोई एक कार्यक्रम/ पाठ्यक्रम पूर्ण किए हों: मूल्यांकन की अवधि के दौरान कम से कम दो सप्ताह (10 दिन) की अवधि (अथवा कम से कम दो सप्ताह (दस दिनों) की अवधि के प्रत्येक एकल पाठ्यक्रम/ कार्यक्रम के स्थान पर कम से कम एक सप्ताह (पाँच दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों) के पुनरुचर्या पाठ्यक्रम/ कार्यविधि कार्यशाला / पाठ्यचर्या रचनयन कार्यशाला/ शिक्षण- प्रान अर्जन- मूल्यांकन/ प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम श्रेणी के कार्यक्रमों/ पाठ्यक्रमों में से कम से कम एक कार्यक्रम/ पाठ्यक्रम पूर्ण किया हो; अथवा संगत विषय में (ई- प्रमाणन) सहित एमप्रोओसी पाठ्यक्रम पूर्ण किया हो; एक पाठ्यक्रम के कम से कम 10 मॉड्यूल के 4 चतुर्थांश (कम से कम एक चतुर्थांश) में ई-विषयवस्तु के विकास में योगदान दिया हो/ एमप्रोओसी पाठ्यक्रम संचालित करने में योगदान दिया हो।

4) मूल्यांकन अवधि के दौरान समकक्ष व्यक्ति समीक्षित अथवा वि०अ०अ० सूचीबद्ध जर्नलों में कम से कम सात प्रकाशन प्रकाशित हुए हों जिसमें से तीन शोध पत्र मूल्यांकन अवधि के दौरान प्रकाशित हुए हों।

5) कम से कम एक पीएच.डी अर्पित्यो का मार्गदर्शन करने के साथ हो।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) जैसा कि परिशिष्ट- II तालिका 1 में विहित है, मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से दो वर्षों की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों; और जैसा कि परिशिष्ट- II तालिका 2 में विहित है, कम से कम 70 शोध अंक प्राप्त किए हों।

(ii) इन विनियमों के अनुसार नठित घवन समिति द्वारा प्रोन्नति की सिफारिश की गई हो।

IV. सह आचार्य (अकादमिक स्तर 13क) से आचार्य (अकादमिक स्तर 14)

योग्यता:

1. ऐसे सह आचार्य जिन्होंने अकादमिक स्तर 13क में तीन वर्ष की सेवा पूर्ण कर ली हो।

2. संबधित/ संबद्ध/ संगत विषय में पीएच.डी की उपाधि प्राप्त की हो।

3. समकक्ष व्यक्ति समीक्षित अथवा वि०अ०अ० सूचीबद्ध जर्नलों में कम से कम दस शोध प्रकाशन किए हों जिनमें से तीन शोध पत्र मूल्यांकन अवधि के दौरान प्रकाशित हुए हों।

4. पीएच.डी अर्पित्यो का सफलतापूर्वक मार्गदर्शन करने के साथ हो।

5. परिशिष्ट- II तालिका 2 के अनुसार कम से कम 110 शोध अंक प्राप्त किए हों।

सीएस प्रोन्नति मानदण्ड:

किसी शिक्षक को प्रोन्नत किया जा सकता है यदि:

(i) यदि उसे परिशिष्ट- II तालिका 1 में यथा विहित मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से दो वर्षों की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों तथा परिशिष्ट- II तालिका 2 में यथा विहित है, कम से कम 110 शोध अंक प्राप्त किए हों;

(ii) इन विनियमों के अनुसार गठित चयन समिति द्वारा प्रोन्नति की सिफारिश की गई हो।

V. आचार्य (अकादमिक स्तर 14) से वरिष्ठ आचार्य (अकादमिक स्तर 15)

सीएस के अंतर्गत एक आचार्य की वरिष्ठ आचार्य के पद पर प्रोन्नति की जा सकती है। प्रोन्नति शैक्षिक उपलब्धियों, ऐसे तीन प्रख्यात विषय विशेषज्ञों, जो कम से कम 10 वर्ष के अनुभव रखने वाले वरिष्ठ आचार्य अथवा आचार्य के पद के समकक्ष हों, द्वारा की गई अनुकूल समीक्षा के आधार पर होगी। चयन पिछले 10 वर्षों के दौरान 10 सर्वोत्तम प्रकाशनों और इन विनियमों के अनुसार गठित चयन समिति के साथ विचार-विमर्श के आधार पर होगा।

योग्यता:

(i) आचार्य के पद पर दस वर्ष का अनुभव।

(ii) समकक्ष व्यक्ति समीक्षित अथवा वि०आ०आ० सूचीबद्ध जर्नलों में कम से कम दस प्रकाशन किए हों तथा मूल्यांकन अवधि के दौरान उनके पर्यवेक्षण में दो अभ्यर्थियों को सफलतापूर्वक पीएचडी की उपाधि प्रदान की गई हो।

घ पुस्तकाध्यक्षों के लिए कैरियर उन्नति योजना (सीएस)

नोट:

i. निम्नलिखित संपन्ध केवल उन व्यक्तियों पर लागू हैं जो पुस्तकालय विज्ञान के शिक्षण से नहीं जुड़े हों। जिन संस्थानों में पुस्तकालय विज्ञान एक शिक्षण विभाग है वहां के शिक्षक महाविद्यालयों/ संस्थानों और विश्वविद्यालयों के लिए क्रमशः इन विनियमों के खण्ड 6.4 (ख) और 6.4 (ग) के अंतर्गत शामिल होंगे।

ii. विश्वविद्यालयों में उप पुस्तकाध्यक्ष के दो स्तर होंगे अर्थात् अकादमिक स्तर 13क और अकादमिक स्तर 14 जबकि महाविद्यालय पुस्तकाध्यक्ष के पांच स्तर होंगे अर्थात् अकादमिक स्तर 10, अकादमिक स्तर 11, अकादमिक स्तर 12, अकादमिक स्तर 13क और अकादमिक स्तर 14।

I. विश्वविद्यालय सहायक पुस्तकाध्यक्ष (अकादमिक स्तर 10)/ महाविद्यालय पुस्तकाध्यक्ष (अकादमिक स्तर 10) से विश्वविद्यालय सहायक पुस्तकाध्यक्ष (वरिष्ठ वेतनमान/ अकादमिक स्तर 11)/ महाविद्यालय पुस्तकाध्यक्ष (वरिष्ठ वेतनमान/ अकादमिक स्तर 11):

योग्यता :

एक सहायक पुस्तकाध्यक्ष जो कि अकादमिक स्तर 10 में हो और पुस्तकालय विज्ञान/ सूचना विज्ञान/ प्रलेखीकरण विज्ञान में पीएच.डी की उपाधि धारक हो अथवा समकक्ष उपाधि धारक हो अथवा पांच वर्ष का अनुभव हो, कम से कम एम.फिल. की उपाधि के साथ पांच वर्ष का अनुभवधारी हो, अथवा जो अभ्यर्थी एम.फिल अथवा पीएच.डी की उपाधि नहीं हो उनका छह वर्षों का सेवाकाल हो।

(i) उसने 21 दिन की अवधि के कम से कम एक प्रबोधन पाठ्यक्रम में भाग लिया हो, और

(ii) परिशिष्ट- II तालिका 4 में यथा विहित, कम से कम 5 दिन का स्वचालन और डिजिटलीकरण, रख-रखाव और संबद्ध क्रियाकलापों पर प्रशिक्षण, संगोष्ठी अथवा कार्यशाला में भाग लिया हो।

सीएस प्रोन्नति मानदण्ड:

एक सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष को प्रोन्नति दी जा सकती है यदि उसने:

(i) यदि उसे मूल्यांकन अवधि के पिछले चार/ पांच/ छह वर्षों में से कम से कम तीन/ चार/ पांच/ वर्षों, जैसा भी मामला हो, की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका- 4 में विनिर्दिष्ट है, और

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई हो।

II. विश्वविद्यालय सहायक पुस्तकाध्यक्ष (वरिष्ठ वेतनमान/ अकादमिक स्तर 11)/ महाविद्यालय पुस्तकाध्यक्ष (वरिष्ठ वेतनमान/ अकादमिक स्तर 11) से विश्वविद्यालय सहायक पुस्तकाध्यक्ष (चयन ग्रेड / अकादमिक स्तर 12/ महाविद्यालय पुस्तकाध्यक्ष (चयन ग्रेड/ अकादमिक स्तर 12)

योग्यता:

1) उन्होंने उस ग्रेड में पांच वर्ष की सेवा पूर्ण कर ली हो।

2) उन्होंने पिछले पांच वर्षों के दौरान निम्नलिखित में से किन्हीं दो कार्यक्रमों में भाग लिया हो :

(i) स्वचालन और डिजिटलीकरण के संबंध में प्रशिक्षण/ संगोष्ठी/ कार्यशाला/ पाठ्यक्रम;

(ii) परिशिष्ट- II तालिका 4 के अनुसार कम से कम दो सप्ताह (दस दिन) की अवधि तक के रख-रखाव और अन्य अन्य संबद्ध कार्यक्रम (अथवा कम से कम दो सप्ताह (दस दिन) के प्रत्येक पाठ्यक्रम/कार्यक्रम के स्थान पर कम से कम एक सप्ताह (5 दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों), (iii) संगत विषय में (ई- प्रमाणन के साथ) एमओओसी पाठ्यक्रम किया हो/ विकसित किया हो; अथवा (iv) पुस्तकालय उन्नयन पाठ्यक्रम किया हो।

सीएस प्रोन्नति मानदण्ड:

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

(i) यदि उसे मूल्यांकन अवधि के पिछले पांच वर्षों में से कम से कम चार वर्षों के दौरान वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका 4 में विनिर्दिष्ट है, और

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई हो।

III. विश्वविद्यालय सहायक पुस्तकाध्यक्ष (चयन ग्रेड/ अकादमिक स्तर 12)/ महाविद्यालय पुस्तकाध्यक्ष (चयन ग्रेड /अकादमिक स्तर 12) से विश्वविद्यालय उप पुस्तकाध्यक्ष (अकादमिक स्तर 13क)/ महाविद्यालय पुस्तकाध्यक्ष (अकादमिक स्तर 13क)

1) उन्होंने उस ग्रेड में तीन वर्ष की सेवा पूर्ण कर ली हो।

2) उन्होंने पिछले तीन वर्षों के दौरान निम्नलिखित में से किन्हीं एक कार्यक्रम में भाग लिया हो :

(i) स्वचालन और डिजिटलीकरण के संबंध में प्रशिक्षण/ संगोष्ठी/ कार्यशाला/ पाठ्यक्रम

(ii) परिशिष्ट- II तालिका 4 के अनुसार कम से कम दो सप्ताह (दस दिन) की अवधि की रख-रखाव और अन्य संबद्ध कार्यक्रम (iii) अथवा कम से कम दो सप्ताह (दस दिन) के प्रत्येक पाठ्यक्रम/कार्यक्रम के स्थान पर कम से कम एक सप्ताह (5 दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों (iv) संगत विषय में (ई- प्रमाणन के साथ) एमओओसी पाठ्यक्रम किया हो/ विकसित किया हो, और (v) अथवा पुस्तकालय उन्नयन पाठ्यक्रम किया हो।

सीएस प्रोन्नति मानदण्ड:

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

(i) यदि उसे मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से कम दो वर्षों के दौरान वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका 4 में विनिर्दिष्ट है; और

(ii) प्रोन्नति की सिफारिश साक्षात्कार में निष्पादन के आधार पर इन विनियमों के अनुसार गठित चयन समिति द्वारा की जाएगी।

IV. विश्वविद्यालय उप पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष (अकादमिक स्तर 13क) से विश्वविद्यालय उप पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष (अकादमिक स्तर 14) में सीएस प्रोन्नति के लिए निम्नलिखित मानदण्ड होंगे:

1) उन्होंने उस ग्रेड में तीन वर्ष की सेवा पूर्ण कर ली हो।

2) उन्होंने पिछले तीन वर्षों के दौरान निम्नलिखित में से किन्हीं एक कार्यक्रम में भाग लिया हो :

(i) स्वचालन और डिजिटलीकरण के संबंध में प्रशिक्षण/ संगोष्ठी/ कार्यशाला/ पाठ्यक्रम;

(ii) परिशिष्ट- II तालिका 4 के अनुसार कम से कम दो सप्ताह (दस दिन) की अवधि की रख-रखाव और अन्य संबद्ध कार्यक्रम (iii) अथवा कम से कम दो सप्ताह (दस दिन) के प्रत्येक पाठ्यक्रम/कार्यक्रम के स्थान पर कम से कम एक सप्ताह (5 दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों (iv) संगत विषय में (ई- प्रमाणन के साथ) एमओओसी पाठ्यक्रम किया हो/ विकसित किया हो, और (v) अथवा पुस्तकालय उन्नयन पाठ्यक्रम किया हो।

3) पुस्तकालय आईसीटी समेकन सहित नवोन्मेषी पुस्तकालय सेवाओं के साक्ष्य हों।

4) पुस्तकालय विज्ञान/ सूचना विज्ञान/ प्रलेखीकरण/ अभिलेख और पाण्डुलिपि संरक्षण में पीएचडी की उपाधि प्राप्त की हो।

सीएस प्रोन्नति मानदण्ड:

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

- (i) यदि उसे मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से कम दो वर्षों के दौरान वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका 4 में विनिर्दिष्ट है; और
- (ii) प्रोन्नति की सिफारिश साक्षात्कार में निष्पादन के आधार पर इन विनियमों के अनुसार गठित चयन समिति द्वारा की जाएगी।

ख. निदेशक, शारीरिक शिक्षा और खेलकूद के लिए कॅरियर उन्नति योजना (सीएएस)

नोट:

(i) निम्नलिखित उपबंध केवल उन कर्मियों पर लागू हैं जो शारीरिक शिक्षा और खेलकूद के शिक्षण से जुड़े न हों। जिन संस्थानों में शारीरिक शिक्षा और खेलकूद एक शिक्षण विभाग है वहां के शिक्षक, महाविद्यालयों/ संस्थानों और विश्वविद्यालयों के लिए क्रमशः इन विनियमों के खण्ड 5.4 (ख) और 5.4 (ग) के अंतर्गत शामिल होंगे।

(ii) विश्वविद्यालयों में उप निदेशक, शारीरिक शिक्षा और खेलकूद, के दो स्तर होंगे अर्थात् अकादमिक स्तर 13क और अकादमिक स्तर 14, जबकि महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद के पांच स्तर होंगे अर्थात् अकादमिक स्तर 10, अकादमिक स्तर 11, अकादमिक स्तर 12, अकादमिक स्तर 13क और अकादमिक स्तर 14 ।

I. सहायक निदेशक, शारीरिक शिक्षा और खेलकूद (अकादमिक स्तर 10)/ महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद (अकादमिक स्तर 10) से सहायक निदेशक, शारीरिक शिक्षा और खेलकूद (वरिष्ठ वेतनमान /अकादमिक स्तर 11) / महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद (वरिष्ठ वेतनमान /अकादमिक स्तर 11)

योग्यता:

- (i) उन्होंने शारीरिक शिक्षा अथवा शारीरिक शिक्षा और खेलकूद अथवा खेलकूद विज्ञान में पीएचडी की उपाधि के साथ चार वर्ष की सेवा पूर्ण की हो अथवा एम.फिल. की उपाधि के साथ पांच वर्ष की सेवा, अथवा एम.फिल. या पीएचडी की उपाधि के बिना छह वर्ष की सेवा पूर्ण की हो।
- (ii) उन्होंने 21 दिन की अवधि के एक प्रबोधन पाठ्यक्रम में भाग लिया हो; और
- (iii) उन्होंने निम्नलिखित में से किसी एक को पूर्ण किया हो: (क) पुनश्चर्या पाठ्यक्रम/ शोध कार्यविधि पाठ्यक्रम/कार्यशाला; (ख) कम से कम 5 दिन की अवधि का प्रशिक्षण शिक्षण- ज्ञान अर्जन- मूल्यांकन प्रौद्योगिकी कार्यक्रम / संकाय विकास कार्यक्रम; (ग) एक एमओओसी पाठ्यक्रम (ई-प्रमाणन के साथ) को पूर्ण किया हो/ विकसित किया हो।

सीएएस प्रोन्नति मानदण्ड:

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

- (i) यदि उसे मूल्यांकन अवधि के पिछले चार/ पांच/ छह वर्षों में से कम से कम तीन/ चार/ पांच/ वर्षों, जैसा भी मामला हो, की वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका 5 में विनिर्दिष्ट है; और

(ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की जाएगी।

II. सहायक निदेशक, शारीरिक शिक्षा और खेलकूद (वरिष्ठ वेतनमान/ अकादमिक स्तर 11)/ महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद (वरिष्ठ वेतनमान / अकादमिक स्तर 11) से विश्वविद्यालय सहायक निदेशक, शारीरिक शिक्षा और खेलकूद (चयन ग्रेड/ अकादमिक स्तर 12)/ महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद (चयन ग्रेड/ अकादमिक स्तर 12)

- 1) उन्होंने उस ग्रेड में पांच वर्ष की सेवा पूर्ण कर ली हो।
- 2) उन्होंने पिछले पांच वर्षों के दौरान निम्नलिखित में से किसी दो को पूर्ण किया हो: (i) पुनश्चर्या पाठ्यक्रम, शोध कार्यविधि कार्यशालाओं की श्रेणी में से एक पाठ्यक्रम/ कार्यक्रम पूर्ण किया हो। (ii) कम से कम दो सप्ताह (दस दिन) की अवधि का शिक्षण- ज्ञान अर्जन- मूल्यांकन प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम पूर्ण किया हो, अथवा (iii) कम से कम दो सप्ताह (दस दिन) के प्रत्येक पाठ्यक्रम/कार्यक्रम के स्थान पर कम से कम एक सप्ताह (5 दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों, और (iv) संगत विषय में (ई- प्रमाणन के साथ) एमओओसी पाठ्यक्रम पूर्ण किया हो/ विकसित किया हो।

सीएएस प्रोन्नति मानदण्ड:

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

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- (i) यदि उसे मूल्यांकन अवधि के पिछले पांच वर्षों में से कम से कम चार वर्षों के दौरान वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका 5 में विनिर्दिष्ट किया गया है, और
- (ii) प्रोन्नति की सिफारिश छानबीन- सह- मूल्यांकन समिति द्वारा की गई जाएगी।

III. विश्वविद्यालय सहायक निदेशक, शारीरिक शिक्षा और खेलकूद (चयन ग्रेड/ अकादमिक स्तर 12)/ महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद (चयन ग्रेड/ अकादमिक स्तर 12) से विश्वविद्यालय उप निदेशक शारीरिक शिक्षा और खेलकूद (अकादमिक स्तर 13क)/ महाविद्यालय निदेशक शारीरिक शिक्षा और खेलकूद (अकादमिक स्तर 13क) में प्रोन्नति हेतु

- 1) उन्होंने तीन वर्ष की सेवा पूर्ण कर ली हो;
- 2) उन्होंने पिछले तीन वर्षों के दौरान निम्नलिखित में से किसी दो को पूर्ण किया हो: (i) पुनश्चर्या पाठ्यक्रम, शोध कार्यविधि कार्यशालाओं की श्रेणी में से एक पाठ्यक्रम/ कार्यक्रम पूर्ण किया हो। (ii) कम से कम दो सप्ताह (दस दिन) की अवधि का शिक्षण- ज्ञान अर्जन- मूल्यांकन प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम पूर्ण किया हो, (अथवा कम से कम दो सप्ताह (दस दिन) के प्रत्येक पाठ्यक्रम/कार्यक्रम के स्थान पर कम से कम एक सप्ताह (6 दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों), और (iii) संगत विषय में (ई- प्रमाणन के साथ) एमओओसी पाठ्यक्रम पूर्ण किया हो/ विकसित किया हो।

सीएस प्रोन्नति मानदण्ड:

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

- (i) उसे मूल्यांकन अवधि के पिछले तीन वर्षों में से कम से कम दो वर्षों के दौरान वार्षिक निष्पादन मूल्यांकन रिपोर्ट में 'संतोषजनक' अथवा 'अच्छे' ग्रेड प्राप्त हुए हों, जैसा कि परिशिष्ट- II तालिका 5 में विनिर्दिष्ट किया गया है; और
- (ii) प्रोन्नति की सिफारिश साक्षात्कार में निष्पादन के आधार पर इन विनियमों के अनुसार गठित चयन समिति द्वारा की जाएगी।

IV. विश्वविद्यालय उप निदेशक, शारीरिक शिक्षा और खेलकूद/ महाविद्यालय निदेशक, शारीरिक शिक्षा और खेलकूद (अकादमिक स्तर 13क) से विश्वविद्यालय उप निदेशक शारीरिक शिक्षा और खेलकूद/ महाविद्यालय निदेशक शारीरिक शिक्षा और खेलकूद (अकादमिक स्तर 14) में सीएस प्रोन्नति के लिए मानदण्ड निम्नलिखित होंगे:

- 1) उन्होंने तीन वर्ष की सेवा पूर्ण कर ली हो;
- 2) उन्होंने पिछले पांच वर्षों के दौरान निम्नलिखित में से किसी एक को पूर्ण किया हो:
 - (i) पुनश्चर्या पाठ्यक्रम, शोध कार्यविधि कार्यशालाओं की श्रेणी में से एक पाठ्यक्रम/ कार्यक्रम पूर्ण किया हो। (ii) कम से कम दो सप्ताह (दस दिन) की अवधि का शिक्षण- ज्ञान अर्जन- मूल्यांकन प्रौद्योगिकी कार्यक्रम/ संकाय विकास कार्यक्रम पूर्ण किया हो, (अथवा कम से कम दो सप्ताह (दस दिन) के प्रत्येक पाठ्यक्रम/कार्यक्रम के स्थान पर कम से कम एक सप्ताह (5 दिन) की अवधि के दो पाठ्यक्रम पूर्ण किए हों), और (iii) संगत विषय में (ई- प्रमाणन के साथ) एमओओसी पाठ्यक्रम पूर्ण किया हो/ विकसित किया हो।
- 3) कम से कम दो सप्ताह की अवधि की प्रतिस्पर्धाओं और अनुशिक्षण कैंम्पों के आयोजन का साक्ष्य।
- 4) राज्य/ राष्ट्रीय/ अंतर्विश्वविद्यालयी/ संयुक्त विश्वविद्यालयी आदि जैसी प्रतिस्पर्धाओं के लिए दलों/ एथलिटों द्वारा बेहतर निष्पादन कराने के साक्ष्य आदि।
- 5) शारीरिक शिक्षा अथवा शारीरिक शिक्षा तथा खेलकूद और खेलकूद विज्ञान में पीएचडी उपाधि धारक हो।

सीएस प्रोन्नति मानक :

किसी व्यक्ति विशेष को प्रोन्नत किया जा सकता है, यदि:

- (i) वह गत 3 वर्षों की समीक्षा अवधि में से कम से कम दो वर्षों में 'संतुष्ट' या 'बेहतर' ग्रेड की निष्पादन मूल्यांकन रिपोर्ट प्राप्त करता है जैसा की के परिशिष्ट II, तालिका 5 में विनिर्दिष्ट है, और
- (ii) प्रोन्नति की संस्तुति इन नियमों के अनुसार गठित एक चयन समिति की सिफारिशों पर साक्षात्कार में किए गए प्रदर्शन के आधार पर की जाएगी।

6.5 इस व्यवसाय में आने वाले उच्च मैरिट, उच्च गुणवत्ता के अनुसंधान प्रकाशनों की अधिक संख्या और उपयुक्त स्तर पर अनुभव वाले सह-आचार्य अथवा आचार्य का अग्रिम वेतन वृद्धि का विवेकपूर्ण पुरस्कार, संकाय में अन्य शिक्षकों के वेतन ढांचे और मैरिट- विशिष्ट कार्य को ध्यान में रखते हुए प्रत्येक मामले की मैरिट के संदर्भ में व्यक्तिगत अभ्यर्थियों के मामले पर विचार करते समय चयन समिति की सिफारिशों के आधार पर संबंधित विश्वविद्यालय अथवा भर्ती करने वाली संस्था के उपयुक्त प्राधिकारी की सक्षमता पर आधारित होगा। अग्रिम वेतन वृद्धि का

यह विवेकपूर्ण पुरस्कार उन लोगों पर लागू नहीं होगा जो सहायक आचार्य/ सहायक पुस्तकाध्यक्ष/ सहायक निदेशक शारीरिक शिक्षा और खेलकूद के रूप में इस पेशे में आते हैं और जो पीएचडी, एमफिल अथवा एमटेक और एलएलएम की उपाधि प्राप्त करने पर अग्रिम वेतन वृद्धि प्राप्त करने के पात्र हैं। तथापि, चयन समिति की बैठक में लिए गए निर्णय और रिकॉर्ड के अनुसार सेवा में आने वाले ऐसे सहायक आचार्य/ सहायक पुस्तकाध्यक्ष/ सहायक निदेशक शारीरिक शिक्षा और खेलकूद अग्रिम वेतनवृद्धि के विवेकपूर्ण पुरस्कार के पात्र हो सकते हैं जिनके पास पीएचडी उपाधि प्राप्त करने के पश्चात् पोस्ट डॉक्टरल शिक्षा शोध अनुभव और सिद्ध पूर्ववृत्त हों।

7.0 विश्वविद्यालयों के सम कुलपति/कुलपति का चयन :

7.1 सम कुलपति :

सम कुलपति की नियुक्ति कार्यकारी परिषद द्वारा कुलपति की सिफारिशों के आधार की जाएगी।

7.2 यह कुलपति का विशेषाधिकार होगा कि वह एक व्यक्ति की कार्यकारी परिषद में सम कुलपति के रूप में सिफारिश करे। सम कुलपति, कुलपति की कार्यालय अवधि समाप्त होने तक ही कार्यालय में बना रहेगा।

7.3 कुलपति

(i) सर्वोच्च स्तर की सक्षमता, सत्यनिष्ठा, नैतिकता और संस्था के प्रति प्रतिबद्धता सम्पन्न व्यक्ति को ही कुलपति नियुक्त किया जाएगा। कुलपति के रूप में नियुक्त किए जाने वाला व्यक्ति एक विश्वविद्यालय में कम से कम 10 वर्षों के लिए आचार्य के रूप में अनुभव या एक प्रतिष्ठित अनुसंधान या शैक्षणिक प्रशासनिक संगठन में शैक्षणिक नेतृत्व के साथ 10 वर्षों के अनुभव के साथ एक विशिष्ट शिक्षाविद् होना चाहिए।

(ii) कुलपति के पद हेतु चयन एक खोज सह चयन समिति के माध्यम से एक सार्वजनिक अधिसूचना या नामांकन या प्रतिभा खोज प्रक्रिया या इनके संयोजन से 3 से 5 लोगों के एक पैनल द्वारा उचित पहचान के माध्यम से की जानी चाहिए। ऐसी खोज सह चयन समिति के सदस्य उच्चतर शिक्षा के क्षेत्र में प्रतिष्ठित व्यक्ति होने चाहिए और किसी भी प्रकार से संबंधित विश्वविद्यालय या उसके महाविद्यालयों से नहीं जुड़े होने चाहिए। पैनल तैयार करते समय खोज सह चयन समिति को शैक्षणिक उत्कृष्टता, देश और विदेश में उच्चतर शिक्षा प्रणाली से अवगत होने के अतिरिक्त शैक्षणिक और प्रशासनिक अभिशासन में पर्याप्त अनुभव को लिखित रूप में पैनल सहित कुलाध्यक्ष/कुलाधिपति को देना चाहिए। राज्यों, निजी और सम विश्वविद्यालयों के कुलपतियों के चुनाव हेतु खोज सह चयन समिति के एक सदस्य का नामांकन विश्वविद्यालय अनुदान आयोग के समापति द्वारा किया जाना चाहिए।

(iii) कुलपति की नियुक्ति खोज सह चयन समिति द्वारा सिफारिश किए गए पैनल के नामों में से कुलाध्यक्ष/ कुलाधिपति द्वारा की जाएगी।

(iv) कुलपति का कार्यकाल उसकी मौजूदा सेवा अवधि का भाग बन जाएगा, जो उसे सेवा से जुड़े सभी लाभों हेतु पात्र बनाएगी।

8.0 इतर कार्यार्थ छुट्टी, अध्ययन छुट्टी, सबैटिकल छुट्टी

8.1 इतर कार्यार्थ छुट्टी

(i) एक शैक्षणिक वर्ष में 30 दिन तक की इतर कार्यार्थ छुट्टी निम्नलिखित प्रयोजनार्थ प्रदान की जा सकती है :

(क) विश्वविद्यालय द्वारा नामित प्रतिनिधि के रूप में या विश्वविद्यालय/ महाविद्यालय की अनुमति के साथ अभिविचार कार्यक्रम, पुनश्चर्चा पाठ्यक्रम, शोध पद्धति कार्यशाला, संकाय अधिष्ठापन कार्यक्रम, सम्मेलन, संगोष्ठी या विचार गोष्ठी में भाग लेने के लिए ;

(ख) विश्वविद्यालय को संस्थानों और विश्वविद्यालयों से ऐसे संस्थानों और महाविद्यालयों में व्याख्यान देने के लिए आमंत्रण मिलने और उसे उपकुलपति/ महाविद्यालय के प्राचार्य द्वारा स्वीकृत करने की स्थिति में,

(ग) विश्वविद्यालय/ महाविद्यालय द्वारा प्रतिनियुक्ति आधार पर अन्य भारतीय या विदेशी विश्वविद्यालय, अन्य किसी एजेंसी, संस्था, या संगठन में काम करने हेतु;

(घ) केंद्र सरकार, राज्य सरकार, विश्वविद्यालय अनुदान आयोग, सहयोगी विश्वविद्यालय या अन्य किसी समान शैक्षणिक निकाय द्वारा नियुक्त समिति के शिष्टमंडल में भाग लेने या काम करने पर; और

(ङ) विश्वविद्यालय/ महाविद्यालय द्वारा उसे दिया गया अन्य कोई कार्य करने के लिए।

(ii) प्रत्येक अवसर पर छुट्टी की अवधि इस प्रकार होनी चाहिए जिसे स्वीकृति प्रदान करने वाले अधिकारी द्वारा अनिवार्य समझा जाए।

(iii) पूर्ण वेतन के साथ छुट्टी दी जा सकती है बशर्ते यदि शिक्षक एक अध्येतावृत्ति या मानदेय या उसके सामान्य खर्च हेतु आवश्यक राशि से इतर कोई और वित्तीय सहायता प्राप्त कर रहा है तो कम वेतन और भत्तों के साथ इतर कार्यार्थ छुट्टी को स्वीकृति दी जा सकती है।

(iv) इतर कार्यार्थ छुट्टी को अर्जित छुट्टी, अर्ध वेतन छुट्टी या वेतन रहित छुट्टी या असाधारण छुट्टी के साथ जोड़ा जा सकता है।

(v) इतर कार्यार्थ छुट्टी, विश्वविद्यालय अनुदान आयोग, डीएसटी इत्यादि की बैठकों में भाग लेने हेतु भी प्रदान की जा सकती है, जहां एक शिक्षक को एक शैक्षिक निकाय, सरकारी एजेंसी या गैर- सरकारी संगठन के साथ उसकी विशेषज्ञता को साझा करने के लिए आमंत्रित किया गया हो।

8.2 अध्ययन छुट्टी :

- (i) अध्ययन अवकाश की योजना उन संलयों को छत्रवृत्ति/अध्येतावृत्ति का लाभ उठाने का अवसर प्रदान करती है जो नव- ज्ञान अर्जित करने और अपने विश्लेषणात्मक कौशल को सुधारना चाहते हैं। जब किसी शिक्षक को उच्चतर शिक्षा प्राप्त करने, पीएचडी, पोस्ट डॉक्टोरल अहता या विदेशी उच्चतर शिक्षा संस्थान में एक शोध परियोजना हेतु छत्रवृत्ति या बजीफा (याहें किसी भी नाम से कहा जाए) मिलता है तो छत्रवृत्ति/अध्येतावृत्ति की शर्तों को उसके मूल संस्थान द्वारा उसे दिए जा रहे वेतन से नहीं जोड़ना चाहिए। पुरस्कृत व्यक्ति को छत्रवृत्ति/अध्येतावृत्ति की संपूर्ण अवधि के लिए वेतन दिया जाना चाहिए बशर्त कि वह मेजबान देश में शिक्षण जैसी कोई अन्य लाभकारी नौकरियां नहीं करता हो।
- (ii) अध्ययन छुट्टी पर गए एक शिक्षक को उस छुट्टी अवधि के दौरान भारत या विदेश में किसी संगठन के अंतर्गत नियमित या अंतरकालिक नियुक्ति के अंतर्गत कोई कार्य नहीं करेगा। हालांकि, उसे भारत या विदेश में किसी भी संस्थान में नियमित योजना के अतिरिक्त एक मानदेय या किसी और प्रकार की सहायता के साथ एक अध्येतावृत्ति या एक शोध छत्रवृत्ति या एक तदर्थ शिक्षण और शोध कार्य स्वीकृत करने की अनुमति है। यदि उसका/उसकी प्रमाण संस्था की कार्यकारी परिषद/सिंडिकेट चाहे तो इस संबंध में प्राप्त किसी फावटी के आधार पर उसके शिक्षण इत्यादि जो कि उसके नियोजक द्वारा नियमित किया जाएगा, के स्थान पर कम वेतन और भत्तों पर अध्ययन छुट्टी दे सकती है।
- (iii) अध्ययन छुट्टी प्रवेश स्तर पर नियुक्त किए गए व्यक्ति जैसे सहायक आचार्य/सहायक पुस्तकालय/शारीरिक शिक्षा और खेलकूद सहायक निदेशक/महाविद्यालय डीपीईएफएस (विश्वविद्यालय/महाविद्यालय/संस्थान के सहायक आचार्य या आचार्य जो अल्पकालिक छुट्टी के लिए पात्र हैं के अतिरिक्त) को कम से कम 3 वर्ष की निरंतर सेवा के पश्चात् एक विशिष्ट क्षेत्र में अध्ययन करने या उसके विश्वविद्यालय/महाविद्यालय/संस्थान में उसके कार्य से सीधे संबंधित शोध या विश्वविद्यालय संगठन के विभिन्न पहलुओं और शिक्षा की प्रक्रियाओं के विशेष अध्ययन हेतु पूर्ण योजना देने के पश्चात् प्रदान की जानी चाहिए।
- (iv) अध्ययन छुट्टी संबंधित विभाग के विभागाध्यक्ष की सिफारिशों पर कार्यकारी परिषद/सिंडिकेट द्वारा प्रदान की जानी चाहिए। अपवाद स्वरूप मामलों जिसमें कार्यकारी परिषद/सिंडिकेट संतुष्ट हो कि इस प्रकार छुट्टी को बढ़ाया जाना शैक्षिक आधार पर अपरिहार्य है और विश्वविद्यालय/महाविद्यालय/संस्थान के हित में है, उसे छोड़कर छुट्टी एक बार में 3 वर्ष से अधिक की अवधि के लिए नहीं दी जानी चाहिए।
- (v) अध्ययन छुट्टी समाप्त होने के पश्चात् कार्य पर लौटने की संभावित तिथि के 5 वर्ष के अंदर उस शिक्षक के सेवानिवृत्त होने की स्थिति में उसे अध्ययन छुट्टी प्रदान नहीं की जाएगी।
- (vi) किसी को भी उसके संपूर्ण सेवाकाल के दौरान अध्ययन छुट्टी दो बार से अधिक प्रदान नहीं की जाएगी। अपितु, संपूर्ण सेवाकाल के दौरान प्राप्त अध्ययन छुट्टी की अधिकतम अवधि पांच वर्ष से अधिक नहीं होनी चाहिए।
- (vii) अध्ययन छुट्टी एक बार से अधिक दी जा सकती है बशर्त कि अध्ययन छुट्टी की पहले वाली अवधि पूर्ण होने पर शिक्षक के वापस आने के पश्चात् पांच वर्ष से कम का समय नहीं हुआ हो। आगामी अध्ययन छुट्टी की अवधि हेतु शिक्षक को पूर्व में ली गई छुट्टी की अवधि के दौरान किए गए कार्य के बारे में सूचित करना होगा और संभावित अध्ययन छुट्टी की अवधि के दौरान किए जाने वाले कार्य का विवरण भी देना होगा।
- (viii) कोई भी शिक्षक जिसे अध्ययन छुट्टी प्रदान की गई है, उसे कार्यकारी परिषद/सिंडिकेट की अनुमति के बिना अध्ययन पाठ्यक्रम या शोध कार्यक्रम को पर्याप्त रूप से बदलने की अनुमति नहीं दी जाएगी, यदि अध्ययन पाठ्यक्रम स्वीकृत अध्ययन छुट्टी की तुलना में कम प्रकृता है, तो शिक्षक को अध्ययन पाठ्यक्रम की समाप्ति के पश्चात् सेवा में वापस आना होगा, जब तक की कार्यकारी परिषद/सिंडिकेट की अधिमंजूरी से कम हुई अवधि में प्राप्त की असामान्य छुट्टी नहीं माना जाता है।
- (ix) छुट्टी से अनुपस्थिति रहने की अधिकतम अवधि जो कि तीन वर्ष से अधिक नहीं हो, के अधीन, अध्ययन छुट्टी में अर्जित छुट्टी, अर्ध वेतन छुट्टी, असाधारण छुट्टी जोड़ी जा सकती है बशर्त कि शिक्षक के ताले में पड़ी अर्जित छुट्टियों को शिक्षक के स्वविवेक के अनुसार उपयोग किया जाए। जब अध्ययन छुट्टी, छुट्टियों से लगातार ली गई हो तब अध्ययन छुट्टी की अवधि, छुट्टियों के समाप्त होने के पश्चात् आरंभ हुई जानी चाहिए। एक शिक्षक जो कि अध्ययन छुट्टी के दौरान उच्चतर पद पर घयनित हुआ हो, उसे पद ग्रहण करने के पश्चात् उस पद पर रखा जाएगा और उच्चतर वेतनमान प्रदान किया जाएगा।
- (x) अध्ययन छुट्टी की अवधि को सेवानिवृत्ति लाभ (पेंशन/अंशदायी भविष्य निधि) के प्रयोजनार्थ सेवा में जोड़ा जाना चाहिए, बशर्त कि शिक्षक अपनी अध्ययन छुट्टी की समाप्ति के पश्चात् विश्वविद्यालय/महाविद्यालय/संस्थान में पुनः कार्यग्रहण करता है और जिस अवधि के लिए कंपनत्र निम्नादित किया गया है, उस अवधि तक संस्थान की सेवा करता है।

- (xi) एक शिक्षक को प्रदान की गई अध्ययन छुट्टी निरस्त मानी जाएगी यदि मंजूरी के बारह माह के भीतर वह प्राप्त नहीं की जाती है बशर्ते कि जब प्रदान की गई अध्ययन छुट्टी को निरस्त कर दिया गया हो, शिक्षक उक्त छुट्टी के लिए पुनः आवेदन कर सकता है।
- (xii) अध्ययन छुट्टी लेने वाले शिक्षक को यह वचन देना होगा कि वह अध्ययन छुट्टी समाप्त होने के पश्चात् सेवा में वापस आने पर सेवा में शामिल होने की तिथि से लेकर लगातार कम से कम 3 वर्षों तक विश्वविद्यालय / महाविद्यालय / संस्थान की सेवा करेगा।
- (xiii) एक शिक्षक—
- (क) जो उसे प्रदान की गई अध्ययन छुट्टी की अवधि के भीतर अपना अध्ययन पूरा करने में असमर्थ रहता है, अथवा
- (ख) जो अपनी अध्ययन छुट्टी समाप्त होने के पश्चात् विश्वविद्यालय की सेवाओं को पुनः शामिल होने में असफल रहता है, अथवा
- (ग) जो विश्वविद्यालय की सेवा में पुनः शामिल होता है लेकिन सेवा में शामिल होने के पश्चात् निर्धारित सेवा अवधि को पूरा किए बिना सेवा छोड़ देता है, अथवा
- (घ) जिसे उक्त अवधि के भीतर विश्वविद्यालय द्वारा सेवा से निष्कासित किया जाता है अथवा हटाया जाता है तो वह शिक्षक छुट्टी वेतन में दी गई राशि और उस पर दिए गए भत्तों और अन्य खर्चों अथवा उसको या उसकी ओर से अध्ययन पाठ्यक्रम से संबंधित भुगतान की राशि के प्रतिदाय के लिए बाध्य है।

स्पष्टीकरण:

यदि एक शिक्षक छुट्टी अवकाश को बढ़ाने की मांग करता है और उसकी छुट्टी नहीं बढ़ाई जाती है लेकिन वह मूलतः मंजूर की गई छुट्टी की समाप्ति के पश्चात् सेवा में वापस नहीं आता है तो इन्हीं विनियमों के अंतर्गत वसूली के प्रयोजनार्थ यह माना जाएगा कि वह छुट्टियाँ समाप्त होने के पश्चात् सेवा में पुनः वापस आने में असफल रहा है।

उपरोक्त उपबंध के बावजूद, कार्यकारिणी परिषद / सिंडिकेट आदेश दे सकता है कि इन विनियमों में से कुछ भी उस शिक्षक पर लागू नहीं होगा, जिसे अध्ययन छुट्टी से वापस आने के बाद 3 वर्ष के भीतर चिकित्सा आधार पर सेवा से सेवानिवृत्त होने की अनुमति प्रदान की गई है। बशर्ते आगे, यदि कार्यकारिणी परिषद / सिंडिकेट इन विनियमों के अंतर्गत शिक्षक द्वारा प्रतिदाय राशि को किसी अन्य अपवादस्वरूप मामले में माफ करता है या कम करता है तो इसके कारण का रिकॉर्ड रखा जाए।

(xiv) छुट्टी की मंजूरी के पश्चात् शिक्षक को छुट्टी पर जाने से पहले विश्वविद्यालय / महाविद्यालय / संस्थान के पक्ष में एक बंधपत्र निष्पादित करना होगा जिससे वह उपर्युक्त पैरा (x) से (xiii) में दी गई शर्तों को पूरा करने के लिए बाध्य होगा और उपर्युक्त पैरा (x) से (xiii) के अनुरूप विश्वविद्यालय / महाविद्यालय / संस्थान को प्रतिदाय हो सकने वाली राशि वित्त अधिकारी / कोषाध्यक्ष की संतुष्टि के अनुरूप अचल संपत्ति को घरोहर राशि या एक बीमा कंपनी के एक निष्ठा बंधपत्र या एक अनुसूचित बैंक की प्रतिभूति अथवा दो स्थाई अध्यापकों की प्रतिभूति देनी होगी।

(xv) अध्ययन छुट्टी पर गए शिक्षक को अपने मूल विश्वविद्यालय / महाविद्यालय / संस्थान के कुलसचिव / प्राचार्य के समक्ष उसके पर्यवेक्षक अथवा संस्थान के प्रमुख से उसकी प्रगति की छमाही रिपोर्ट जमा करानी होगी। ऐसी रिपोर्ट अध्ययन छुट्टी की अवधि के प्रत्येक 6 माह की समाप्ति से 1 माह पूर्व कुलसचिव / प्राचार्य के पास पहुंच जानी चाहिए। यदि रिपोर्ट कुलसचिव / प्राचार्य के पास विनिर्दिष्ट समय के भीतर नहीं पहुंचती है तो छुट्टी हेतु वेतन का भुगतान को ऐसी रिपोर्ट की प्राप्ति तक आस्थगित रखा जा सकता है।

(xvi) छुट्टी पर गए शिक्षक को अध्ययन छुट्टी अवधि के पूरा होने पर एक विस्तृत रिपोर्ट जमा करनी होगी। अध्ययन छुट्टी की अवधि के दौरान प्रस्तुत किए गए शोध दस्तावेज / विनिबंध / शैक्षणिक पत्रों की एक प्रति प्राथमिक रूप से विश्वविद्यालय / महाविद्यालय / संस्थान की वेबसाइट पर सार्वजनिक की जानी चाहिए।

(xvii) संकाय सदस्य, विशेषरूप से सहायक आचार्य के स्तर पर कनिष्ठ संकाय के ज्ञान और कौशल को बढ़ाने की दृष्टि से विश्वविद्यालय / महाविद्यालय / संस्थानों और उनके अधीनस्थ विभागों के प्रमुखों को संकाय सुधार के हित को ध्यान में रखते हुए अध्ययन छुट्टी प्रदान करने में उदार होना चाहिए ताकि दीर्घावधि में विश्वविद्यालय / महाविद्यालय / संस्थान के शैक्षणिक मानक सकारात्मक रूप से प्रभावित हो सकें।

8.3 सैवैटिकल छुट्टी :

(i) विश्वविद्यालय और महाविद्यालयों के स्थायी, पूर्णकालिक शिक्षक जिन्होंने उपाचार्य / सह आचार्य या आचार्य के रूप में 7 वर्ष की सेवा पूरी कर ली है, को विश्वविद्यालय और उच्चतर शिक्षा प्रणाली में अपनी कुशलता और उपयोगिता बढ़ाने के उद्देश्य से अध्ययन अथवा शोध अथवा अन्य कोई शैक्षणिक लक्ष्य प्राप्त करने के लिए सैवैटिकल छुट्टियाँ प्रदान की जाएँ। इन छुट्टियों की अवधि, एक बार में, एक वर्ष से अधिक नहीं होनी चाहिए और शिक्षक के संपूर्ण कैरियर में दो वर्ष से अधिक नहीं होनी चाहिए।

(ii) एक शिक्षक जिसने अध्ययन छुट्टी ली है, वह तब तक सैवैटिकल छुट्टी का हकदार नहीं होगा जब तक कि शिक्षक पहले वाली अध्ययन छुट्टी से वापस आने की तिथि के पांच वर्ष की अवधि पूर्ण न की गई हो, अथवा एक वर्ष या उससे अधिक अवधि के किसी अन्य प्रकार के प्रशिक्षण कार्यक्रम को पूरा न कर ले।

(iii) एक शिक्षक को सबैटिकल छुट्टी के दौरान उसके सबैटिकल छुट्टी पर जाने से तुरंत पहले वाली उपर्युक्त दरों पर वेतन और भत्ते (विहित शर्तें पूरी की जाने के अध्याधीन) मिलने चाहिए।

(iv) सबैटिकल छुट्टी पर गए एक शिक्षक को उस छुट्टी अवधि के दौरान भारत में या विदेश में किसी संगठन के अंतर्गत नियमित या अंशकालिक नियुक्ति के अंतर्गत कोई कार्य नहीं करना चाहिए। हालांकि, उसे भारत या विदेश में किसी भी संस्थान में नियमित रोजगार के अतिरिक्त एक मानदेय या किसी और प्रकार की सहायता के साथ एक अध्ययनवृत्ति या एक शोध छात्रवृत्ति या एक तदर्थ शिक्षण और शोध कार्य स्वीकृत करने की अनुमति है बशर्त कि ऐसे मामले में कार्यकारिणी परिषद्/सिंडिकेट, यदि चाहे तो, नियोजक द्वारा निर्धारित कम वेतन और भत्तों पर सबैटिकल छुट्टी प्रदान की जा सकती है।

(v) सबैटिकल छुट्टी की अवधि के दौरान शिक्षक को नियत तिथि पर वेतन वृद्धि प्राप्त करने की अनुमति होगी। छुट्टी की अवधि को पेंशन/अंशदायी भविष्य निधि के प्रयोजनार्थ हेतु सेवा में जोड़ा जाना चाहिए, बशर्त कि शिक्षक अध्ययन छुट्टी की समाप्ति के पश्चात् विश्वविद्यालय/महाविद्यालय संस्थान में पुनः कार्यग्रहण करे।

8.4 विश्वविद्यालयों/महाविद्यालयों के स्थायी शिक्षकों हेतु अन्य प्रकार की छुट्टी के नियम

स्थायी अध्यापकों के लिए निम्नलिखित प्रकार की छुट्टियां स्वीकार्य होंगी :

- (i) छुट्टी जैसे आकस्मिक छुट्टी, विशेष आकस्मिक छुट्टी और इतर कार्यार्थ छुट्टी को ड्यूटी समझा जाए;
- (ii) सेवा द्वारा अर्जित की गई छुट्टियां जैसे अर्जित छुट्टी, अर्ध वेतन छुट्टी और परिवर्तित छुट्टी ;
- (iii) ड्यूटी के बिना अर्जित की गई छुट्टियां जैसे असाधारण छुट्टी और अर्जन शोध छुट्टी ,
- (iv) छुट्टी खाते से नहीं काटी गई छुट्टी;
- (v) शैक्षणिक उत्कृष्टता हेतु प्राप्त की गई छुट्टी जैसे अध्ययन छुट्टी, सबैटिकल छुट्टी और शैक्षणिक छुट्टी,
- (vi) स्वास्थ्य के आधार पर प्राप्त की गई छुट्टी जैसे प्रसूति छुट्टी और संगरोध छुट्टी,

(ख) कार्यकारिणी परिषद्/सिंडिकेट अपवादस्वरूप मामलों में किसी भी प्रकार की शर्तें और निबंधन के अध्याधीन जैसा वह उचित समझे कोई भी अन्य छुट्टी दे सकती है, जिसके लिए कारण दर्ज किया जाना चाहिए।

I आकस्मिक छुट्टी

- (i) किसी शिक्षक को दी जाने वाली आकस्मिक छुट्टी की संख्या एक शैक्षणिक वर्ष में आठ दिनों से अधिक नहीं होनी चाहिए।
- (ii) आकस्मिक छुट्टी को विशेष आकस्मिक छुट्टी के अतिरिक्त किसी भी अन्य प्रकार की छुट्टी के साथ नहीं जोड़ा जा सकता। तथापि, ऐसी आकस्मिक छुट्टी को रविवार सहित अन्य अवकाशों के साथ जोड़ा जा सकता है। आकस्मिक छुट्टी की अवधि के दौरान आने वाले अवकाश या रविवार को आकस्मिक छुट्टी के रूप में नहीं गिना जाएगा।

II. विशेष आकस्मिक छुट्टी

- (i) किसी शिक्षक को एक शैक्षणिक वर्ष में दस से अधिक विशेष आकस्मिक छुट्टी नहीं दी जानी चाहिए;
- (क) विश्वविद्यालय/लोक सेवा आयोग/परीक्षा बोर्ड या अन्य इसी प्रकार के निकायों/संस्थानों की परीक्षा आयोजित कराने के लिए; और
- (ख) किसी सांविधिक बोर्ड से जुड़े शैक्षणिक संस्थानों के निरीक्षण के लिए।
- (ii) दस दिनों की ग्राह्य छुट्टी की गणना में की गई वास्तविक यात्रा के दिन, यदि कोई हो, उन स्थानों से वहां तक जहां उपर्युक्त विनिर्दिष्ट कार्यकलाप हुए हैं, को इससे बाहर रखा जाएगा।
- (iii) इसके अतिरिक्त, नीचे बताए गए स्तर तक विशेष आकस्मिक छुट्टी भी प्रदान की जाए,
- (क) परिवार नियोजन कार्यक्रम के अंतर्गत नसबंदी ऑपरेशन, (पुरुष नसबंदी और महिला नसबंदी) के मामले में छुट्टियां छह कार्य दिवसों तक सीमित रहेंगी, और
- (ख) एक महिला शिक्षक जो 'नॉन-पयूरपूरल' नसबंदी करती है। इस मामले में छुट्टी 14 दिन तक सीमित होगी।
- (iv) विशेष आकस्मिक छुट्टी जमा नहीं की जा सकती और ना ही इसे आकस्मिक छुट्टी के अतिरिक्त किसी और प्रकार की छुट्टी के साथ जोड़ा जा सकता है। प्रत्येक मौके पर स्वीकृति प्रदान करने वाले अधिकारी द्वारा इसे छुट्टियों के साथ प्रदान किया जा सकता है।

I. अर्जित छुट्टियां

- (i) एक शिक्षक के लिए ग्राह्य अर्जित छुट्टियां :

(क) प्रावकाश सहित वास्तविक सेवा का 1/30 ; सहित

(ख) उस अवधि का एक तिहाई, यदि कोई हो तो, जिसके दौरान उसे प्रावकाश के दौरान ङ्छूटी करनी होगी।

वास्तविक सेवा की अवधि की गणना के प्रयोजनार्थ, आकस्मिक, विशेष आकस्मिक और इतर कार्यार्थ छुट्टी को छोड़कर सभी छुट्टी अवधि को हटाया जाना चाहिए।

(ii) किसी शिक्षक के पास 300 दिनों से अधिक की अर्जित छुट्टी जमा नहीं होनी चाहिए। एक बार में अर्जित छुट्टी मंजूर करने की अधिकतम अवधि 60 दिन से अधिक नहीं होनी चाहिए। तथापि, उच्चतर शिक्षा प्राप्ति या प्रशिक्षण या चिकित्सा प्रमाण पत्र के साथ छुट्टी या जब पूरी छुट्टी या छुट्टी का एक भाग भारत से बाहर बिताया गया हो तो इन मामलों में 60 दिन से अधिक की अर्जित छुट्टी मंजूर की जा सकती है।

संदेह दूर करने हेतु यह स्पष्ट किया जाता है :

1. जब एक शिक्षक अर्जित छुट्टियों के साथ प्रावकाश को जोड़ता है तो औसत वेतन पर अधिकतम छुट्टी की गणना में प्रावकाश की अवधि को छुट्टी माना जाएगा जिसे विशिष्ट अवधि की छुट्टी में शामिल किया जा सकता है।
2. यदि भारत से बाहर छुट्टी का एक केवल एक हिस्सा बिताया गया हो तो 120 दिन से अधिक की छुट्टी केवल उस स्थिति में दी जाएगी, जबकि भारत में बिताई गई छुट्टियों का भाग कुल मिलाकर 120 दिन से अधिक नहीं हो।
3. शिक्षण स्टाफ के सदस्यों के लिए अर्जित छुट्टियों के नकदीकरण की अनुमति केंद्र सरकार या राज्य सरकार के कर्मचारियों की भांति लागू होनी चाहिए।

IV. अर्ध-वेतन छुट्टी

किसी स्थायी शिक्षक के लिए सेवा का प्रत्येक वर्ष पूरा होने पर 20 दिन की अवधि की अर्ध-वेतन छुट्टी स्वीकृत की सकती है। ऐसी छुट्टी को किसी पंजीकृत चिकित्सक से चिकित्सा प्रमाणपत्र प्राप्त कर, किसी निजी मामले या किसी शैक्षणिक प्रयोजनार्थ के आधार पर प्रदान की जानी चाहिए।

स्पष्टीकरण :

“एक वर्ष की सेवा पूर्ण की” का अन्वय है कि विश्वविद्यालय के अंतर्गत एक विनिर्दिष्ट अवधि के लिए लगातार की गई सेवा जिसमें असाधारण छुट्टी सहित छुट्टी के साथ-साथ सेवा से अनुपस्थिति की अवधि भी शामिल है।

नोट : सेवानिवृत्ति के समय छुट्टियों के नगदीकरण के प्रयोजनार्थ यदि अर्जित छुट्टियों की संख्या 300 से कम है तो अर्जित छुट्टियों की संख्या की गणना हेतु अर्ध-वेतन छुट्टियों को अर्जित छुट्टियों के साथ जोड़ दिया जाना चाहिए जैसा कि भारत सरकार/ राज्य सरकार के कर्मचारियों के मामले में लागू होता है।

V. परिवर्तित छुट्टी

निम्नलिखित शर्तों के अधीन एक स्थायी शिक्षक को एक पंजीकृत चिकित्सक से चिकित्सा प्रमाणपत्र के आधार पर परिवर्तित छुट्टी, जो देय अर्ध-वेतन छुट्टी के आधे से अधिक न हो, प्रदान की जा सकती है :

- (i) संपूर्ण सेवा अवधि के दौरान परिवर्तित छुट्टी की अवधि की अधिकतम सीमा 240 दिन होगी;
- (ii) परिवर्तित छुट्टी प्रदान किए जाने की स्थिति में, अर्ध-वेतन छुट्टी के खाते से दोगनी छुट्टी काटी जाएगी; और
- (iii) एक साथ ली गई अर्जित छुट्टी और परिवर्तित छुट्टी की कुल अवधि एक समय में 240 दिनों से अधिक नहीं होगी, बशर्त कि इन विनियमों के अधीन कोई परिवर्तित छुट्टी नहीं दी जाएगी, जब तक छुट्टी स्वीकृत करने वाले सक्षम प्राधिकारी को यह विश्वास ना हो कि शिक्षक इस अवधि के समाप्त होने पर अपने कार्य पर वापस लौटेगा।

VI. असाधारण छुट्टी

(i) किसी स्थायी शिक्षक को असाधारण छुट्टी दी जा सकती है जबकि -

(क) कोई अन्य छुट्टी स्वीकार्य ना हो; अथवा

(ख) अन्य छुट्टी ग्राह्य हो और शिक्षक असाधारण छुट्टी हेतु लिखित में आवेदन करें।

(ii) असाधारण छुट्टी सदैव बिना वेतन और भत्तों के होगी। इसमें निम्नलिखित मामलों को छोड़कर वेतन वृद्धि की गणना के लिए इस पर... विचार नहीं किया जाएगा

(क) चिकित्सा प्रमाण पत्रों के आधार पर ली गई छुट्टी,

(ख) ऐसे मामलों में जहां कुलपति/ प्राचार्य संतुष्ट हो कि शिक्षक के नियंत्रण से बाहर के कारणों के चलते छुट्टी ली गई थी, जैसे कि नागरिक विद्रोह, अथवा प्राकृतिक आपदा के कारण कार्यभार ग्रहण करने अथवा पुनः कार्यभार ग्रहण करने में अक्षमता और शिक्षक के खाते में अन्य कोई भी छुट्टी नहीं हो;

(ग) उच्चतर अध्ययन जारी रखने हेतु ली गई छुट्टी; और

(घ) शिक्षण पद, अध्यापक अथवा शोध-सह-शिक्षण पद के लिए नियंत्रण स्वीकार करने अथवा तकनीकी अथवा अकादमिक महत्व के कार्य सौंपे जाने पर छुट्टी प्रदान की गई हो।

(iii) असाधारण छुट्टी को आकस्मिक छुट्टी और विशेष आकस्मिक छुट्टी के अलावा अन्य किसी छुट्टी के साथ जोड़ा जा सकता है बशर्ते कि छुट्टी पर कार्य से लगातार अनुपस्थिति की कुल अवधि, ऐसे मामलों को छोड़कर जहां छुट्टी चिकित्सा प्रमाण पत्र पर ली गई हो, 3 वर्षों से अधिक नहीं होगी (उस छुट्टी की अवधि सहित जो उक्त छुट्टी के साथ जोड़ी गई है)। कार्य से अनुपस्थिति की कुल अवधि किसी भी स्थिति में व्यक्ति की संपूर्ण सेवा अवधि में पांच वर्षों से अधिक नहीं होगी।

(iv) छुट्टी प्रदान करने हेतु सक्षम प्राधिकारी, अनुपस्थिति की अवधि को मूलतः प्रभाव से बिना छुट्टी के अनुपस्थिति को असाधारण छुट्टी में परिवर्तित कर सकता है।

VII. 'अर्जन शोध्य छुट्टी'

(i) 'अर्जन शोध्य छुट्टी' कुलपति/ प्राचार्य के विवेक पर स्थायी शिक्षक को उसकी संपूर्ण सेवा अवधि के दौरान 360 दिनों से अधिक नहीं प्रदान की जा सकती है, जिसमें से चिकित्सा प्रमाणपत्र पर एक समय में 90 दिन और संपूर्ण रूप से 180 दिन से अधिक की छुट्टी नहीं होनी चाहिए। उक्त छुट्टी को उनके द्वारा बाद में अर्जित किए गए अर्ध-वेतन छुट्टी से काटा जाएगा।

(ii) 'अर्जन शोध्य छुट्टी' कुलपति/ प्राचार्य द्वारा तब तक प्रदान नहीं की जाएगी, जब तक वह संतुष्ट ना हो कि जहाँ तक उन्हें यह यथोचित पूर्वानुमान हो कि शिक्षक छुट्टी की समाप्ति पर कार्य पर वापस लौटेगा और दी गई छुट्टी अर्जित करेगा।

(iii) एक शिक्षक, जिसे 'अर्जन शोध्य छुट्टी' प्रदान की गई है, उसे तब तक सेवा से त्यागपत्र देने की अनुमति नहीं दी जाएगी जब तक उसकी सक्रिय सेवा से उसके छुट्टी के खाते में शेष छुट्टी समाप्त नहीं हो जाती अथवा वह इस तरह से अर्जित नहीं की गई अवधि हेतु वेतन और भत्तों के रूप में उसे दी गई धनराशि वापस ना करें। ऐसे मामलों में जहां खराब स्वास्थ्य के कारण सेवानिवृत्ति अपरिहार्य बन जाती है, शिक्षक आगे की सेवा के लिए अशक्त हो जाता है, ऐसे मामलों में अर्जित की जाने वाली छुट्टी की अवधि हेतु वेतन अवकाश का प्रतिदाय कार्यकारी परिषद/ महाविद्यालय के शासी निकाय द्वारा समाप्त किया जा सकता है।

बशर्ते कि कार्यकारी परिषद/ महाविद्यालय का शासी निकाय किसी अन्य अपवादस्वरूप मामले में लिखित में कारणों को दर्ज करके, अर्जित की जाने वाली छुट्टी की अवधि हेतु वेतन अवकाश के प्रतिदाय को समाप्त कर सकता है।

VIII. प्रसूति छुट्टी

(i) महिला शिक्षक को पूर्ण वेतन पर पूरी सेवा अवधि में दो बार 180 दिनों से अधिक की प्रसूति छुट्टी नहीं दी जा सकती है। प्रसूति छुट्टी अकाल प्रसव हो जाने सहित गर्भपात के मामले में भी प्रदान की जा सकती है, बशर्ते कि एक महिला शिक्षक को अपनी सेवा अवधि में 45 दिनों से अधिक छुट्टी नहीं प्रदान की गई हो और छुट्टी हेतु आवेदन के साथ चिकित्सा प्रमाण पत्र प्रदान किया जाए।

(ii) प्रसूति छुट्टी को किसी अर्जित अवकाश, अर्ध-वेतन छुट्टी अथवा असाधारण छुट्टी के साथ जोड़ा जा सकता है परंतु प्रसूति छुट्टी को आगे बढ़ाने के लिए आवेदन के साथ किसी भी छुट्टी को केवल उस स्थिति में प्रदान किया जा सकता है जब उसके अनुरोध के साथ एक चिकित्सा प्रमाणपत्र संलग्न हो।

IX. बालचर्या छुट्टी

महिला शिक्षकों को अपने अवयस्क बच्चे/ बच्चों की देखभाल के लिए दो वर्षों की अवधि की छुट्टी प्रदान की जा सकती है। केंद्र सरकार की महिला कर्मचारियों की तर्ज पर महिला शिक्षकों को अपनी संपूर्ण सेवा अवधि के दौरान दो वर्षों (730) दिनों की अधिकतम अवधि हेतु बालचर्या छुट्टी प्रदान की जा सकती है। ऐसे मामलों में जहां बालचर्या छुट्टी 45 दिनों से अधिक की अवधि के लिए प्रदान की गई हो तो विश्वविद्यालय/ महाविद्यालय/ संस्थान एक अंशकालिक/ वैकल्पिक अतिथि शिक्षक को विश्वविद्यालय अनुदान आयोग को पूर्व जानकारी प्रदान कर नियुक्त कर सकते हैं।

X. पितृत्व अवकाश

पुरुष शिक्षकों को उनकी पत्नी की प्रसूति के दौरान 15 दिनों की पितृत्व अवकाश प्रदान किया जा सकता है पर ऐसा अवकाश केवल दो बच्चों पर ही प्रदान किया जाएगा।

XI. दत्तक ग्रहण छुट्टी

दत्तक ग्रहण छुट्टी केंद्र सरकार के नियमों के अनुसार प्रदान की जा सकती है।

XII. सरोगेसी हेतु छुट्टी

सरोगेसी हेतु छुट्टी भारत सरकार द्वारा निर्धारित नियमों, विनियमों और मानदंडों के अनुसार लागू होगी।

9. शोध संवर्धन अनुदान

विश्वविद्यालय अनुदान आयोग अथवा संबंधित एजेंसी (केंद्र/राज्य सरकार) शिक्षकों और अन्य गैर-व्यवसायिक अकादमिक स्टाफ को अपनी नियुक्ति के पश्चात् शोध शोध शुरू करने के लिए सामाजिक विज्ञान, मानविकी और भाषा में 3 लाख रुपए और विज्ञान और प्रौद्योगिकी में 6 लाख रुपए तक स्टार्टअप अनुदान प्रदान कर सकते हैं।

9.1 परामर्शदात्री कार्य

संस्थाओं और परामर्शदाता शिक्षकों के बीच परामर्शदात्री नियमों, निर्बंधनों, शर्तों और राजस्व साझा करने के मॉडल को विश्वविद्यालय अनुदान आयोग के पृथक परामर्शदात्री नियमों के अनुसार किया जाएगा।

10.0 सी.ए.एस. के अंतर्गत सीधी भर्ती और प्रोन्नति हेतु पिछली सेवाओं की गणना करना

सहायक आचार्य, सह-आचार्य, आचार्य अथवा किसी अन्य नाम से जाने वाले रूप में एक शिक्षक को सी.ए.एस. के अंतर्गत सीधी भर्ती और प्रोन्नति हेतु विश्वविद्यालय, महाविद्यालय, राष्ट्रीय प्रयोगशालाओं अथवा सीएसआईआर, आईसीएआर, डीआरडीओ, विश्वविद्यालय अनुदान आयोग, आईसीएसएसआर, आईसीएचआर, आईसीएमआर और डीबीटी जैसे अन्य वैज्ञानिक/व्यवसायिक संगठनों में सहायक आचार्य, सह-आचार्य अथवा आचार्य अथवा समकक्ष के रूप में पूर्व नियमित सेवा, चाहे राष्ट्रीय अथवा अंतर्राष्ट्रीय हो, की गणना की जानी चाहिए, बशर्ते कि—

(क) धारित पद की अनिवार्य अर्हताएं सहायक आचार्य, सह-आचार्य और आचार्य, जैसी भी स्थिति हो, के लिए विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित की गई अर्हताओं से कम नहीं हो।

(ख) पद, सहायक आचार्य (व्याख्याता), सह-आचार्य (उपाचार्य) और आचार्य के पद के रूप में समकक्ष श्रेणी का हो/ था अथवा पूर्व संशोधित वेतनमान पर हो/ रहा हो।

(ग) संबंधित सहायक आचार्य, सह-आचार्य और आचार्य के पास सहायक आचार्य, सह-आचार्य और आचार्य, जैसी भी स्थिति हो, के पद पर नियुक्ति हेतु विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित न्यूनतम अर्हताएं होनी चाहिए।

(घ) ऐसी नियुक्तियों के लिए संबंधित विश्वविद्यालय/राज्य सरकार/केंद्र सरकार/संस्थानों की निर्धारित चयन प्रक्रिया के निर्धारित विनियमों के अनुसार पद भरे गए हो।

(ङ) किसी भी अवधि के दौरान पूर्व नियुक्ति अतिथि व्याख्याता के रूप में नहीं की गई हो।

(च) पूर्व तदर्थ अथवा अस्थाई अथवा परिशिष्ट सेवा (जिस भी नाम से इसे जाना जाए) की प्रत्यक्ष भर्ती और प्रोन्नति हेतु गणना की जाएगी, बशर्ते कि—

(i) विश्वविद्यालय अनुदान आयोग द्वारा सहायक आचार्य, सह आचार्य और आचार्य, जैसी भी स्थिति हो, हेतु अनिवार्य अर्हताएं आवश्यक धारित पद की आवश्यक अर्हताओं से कम ना हो,

(ii) पदधारी की नियुक्ति, विधिवत रूप से गठित चयन समिति/संबंधित विश्वविद्यालय के नियमों के अनुसार गठित चयन समिति की सिफारिशों पर की गई हो;

(iii) पदधारी नियमित आधार पर नियुक्त किए गए सहायक आचार्य, सह-आचार्य और आचार्य, जैसी भी स्थिति हो, के मासिक सकल वेतन से कम कुल सकल परिलब्धियां प्राप्त नहीं कर रहे हों; और

(छ) इस खंड के अंतर्गत विगत सेवा की गणना करते समय संस्थान (निजी/स्थानीय निकाय/सरकारी), जहां पूर्व सेवाएं प्रदान की गई थी, की प्रबंधन के स्वरूप का संदर्भ देते समय कोई भेदभाव नहीं किया जाएगा।

11.0 परिवीक्षा और स्थायीकरण की अवधि

11.1 किसी शिक्षक की परिवीक्षा की न्यूनतम अवधि एक वर्ष होगी, जिसे असंतोषजनक प्रदर्शन किए जाने की स्थिति में एक वर्ष और बढ़ाया जा सकता है।

11.2 परिवीक्षाधीन शिक्षक को एक वर्ष के अंत में स्थायी किया जाएगा, जब तक कि पहले वर्ष की समाप्ति से पूर्व किसी विशिष्ट आदेश के माध्यम से इस अवधि को एक और वर्ष बढ़ाया ना गया हो।

11.3 इस विनियम के खंड 11 के अध्याधीन, विश्वविद्यालय/संबंधित संस्थान के लिए यह अनिवार्य है कि वह संतोषजनक कार्य निष्पादन के सत्यापन की यथावत प्रक्रिया के अनुसरण के पश्चात् परिवीक्षा अवधि के पूरा होने के 45 दिनों के भीतर पदधारियों को स्थायी करने का आदेश जारी करें।

11.4 परिवीक्षा और स्थायीकरण नियमों को केंद्र सरकार द्वारा समय-समय पर जारी केवल भर्ती के शुरुआती चरण पर ही लागू किया जाएगा।

11.5 परिवीक्षा और स्थायीकरण संबंधी केंद्र सरकार के अन्य सभी नियम यथाचित परिवर्तनों सहित लागू होंगे।

12.0 शिक्षकों के पदों का सृजन और उनका भरा जाना

12.1 जहां तक व्यवहार्य हो, विश्वविद्यालयों में शिक्षकों का पद पिरामिड क्रम में सृजित किए जाएं, उदाहरण के लिए, आचार्य के 1 पद के लिए प्रति विभाग सह-आचार्य के 2 पद और सहायक आचार्यों के चार पद होने चाहिए।

12.2 विश्वविद्यालय प्रणाली में सभी स्वीकृत/ अनुमोदित पद तत्काल आधार पर भरे जाएंगे।

13.0 परिशिष्ट आधार पर नियुक्तियां

परिशिष्ट आधार पर शिक्षक की नियुक्ति तभी की जानी चाहिए जब पूर्ण रूप से अनिवार्य न हो और जब छात्र शिक्षक का अनुपात निर्धारित मानदंड पर खरा न उतरता हो। ऐसे किसी मामले में, उक्त नियुक्तियों की संख्या महाविद्यालय/ विश्वविद्यालय में संकाय पदों की कुल संख्या के 10 प्रतिशत से अधिक नहीं होनी चाहिए। उन्हें नियुक्त करने संबंधी अर्हताएं और चयन प्रक्रिया वही होनी चाहिए जो नियमित आधार पर नियुक्त किए गए शिक्षकों पर लागू होती हैं। उक्त अनुबंधित शिक्षकों को दी गई निर्धारित परिलब्धियां नियमित आधार पर नियुक्त किए गए सहायक आचार्य के मासिक सकल वेतन से कम नहीं होनी चाहिए। प्रारंभ में, ऐसी नियुक्तियां एक शिक्षा सत्र से अधिक के लिए नहीं होनी चाहिए और ऐसे किसी नए शिक्षक के कार्य निष्पादन की अन्य सत्र हेतु परिशिष्ट आधार पर नियुक्त करने से पहले शैक्षणिक कार्यनिष्पादन की समीक्षा की जानी चाहिए। जब प्रसूति छुट्टी, बालचर्या छुट्टी इत्यादि के कारण रिक्तियां भरना पूर्ण रूप से अनिवार्य हो, तभी परिशिष्ट आधार पर ऐसी नियुक्तियां की जानी चाहिए।

14.0 शिक्षण के दिवस

14.1 विश्वविद्यालयों/ महाविद्यालयों में कम से कम 180 शिक्षण दिवस होने चाहिए अर्थात् 6 दिनों के सप्ताह में न्यूनतम 30 सप्ताह के वास्तविक शिक्षण दिवस होने चाहिए। शेष दिनों में, 12 सप्ताह को प्रवेश और परीक्षा संबंधी कार्यकलापों और सह-पाठ्यचर्या, खेलकूद, महाविद्यालय दिवस इत्यादि हेतु शिक्षणोत्तर दिवसों के लिए उपयोग किया जा सकता है। 8 सप्ताह प्रावकाश के लिए और 2 सप्ताह विभिन्न सरकारी छुट्टियों के लिए दिए जा सकते हैं। यदि विश्वविद्यालय पांच दिवसीय प्रति सप्ताह की पद्धति अपनाता है तो सप्ताह की संख्या तदनुसार बढ़ाई जानी चाहिए ताकि यह सुनिश्चित किया जा सके कि छह दिवसीय सप्ताह में 30 सप्ताह के समकक्ष वास्तविक शिक्षण कार्य किया जा सके।

उक्त उपबंध को निम्नानुसार संक्षेप में दिया गया है -

	सप्ताहों की संख्या : एक सप्ताह में 8 दिवसीय पद्धति		सप्ताहों की संख्या : एक सप्ताह में 5 दिवसीय पद्धति	
	विश्वविद्यालय	महाविद्यालय	विश्वविद्यालय	महाविद्यालय
श्रेणीकरण				
शिक्षण और ज्ञान अर्जन प्रक्रिया	30 (180 दिन) सप्ताह	30 (180 दिन) सप्ताह	36 (180 दिन) सप्ताह	36 (180 दिन) सप्ताह
प्रवेश, परीक्षा और परीक्षा हेतु तैयारी	12	10	8	8
प्रावकाश	8	10	6	6
सरकारी छुट्टियां (शिक्षण दिनों में तदनुसार वृद्धि करना और उनका समायोजन करना)	2	2	2	2
कुल	62	52	52	52

14.2 प्रावकाश में 2 सप्ताह की कमी करने के बदले विश्वविद्यालय के शिक्षकों के अर्जित अवकाश में उक्त अवधि की एक तिहाई दिनों के अवकाश की वृद्धि की जा सकती है। तथापि, महाविद्यालय के पास एक वर्ष में कुल 10 सप्ताहों के प्रावकाश का विकल्प होगा और प्रावकाश के दौरान कार्य करने की आवश्यकता के अलावा किसी और कारण से अर्जित अवकाश नहीं दिया जाएगा जिसके लिए विश्वविद्यालय के शिक्षकों के मामले में अर्जित अवकाश के रूप में एक तिहाई अवधि की छुट्टी दी जाएगी।

15.0 कार्यभार

15.1 पूर्णकालिक रोजगार के मामले में एक शिक्षा वर्ष में शिक्षकों का कार्यभार 30 कार्य सप्ताह (एक सौ अस्सी शिक्षण दिवस) के लिए एक सप्ताह में 40 घंटों से कम नहीं होना चाहिए। विश्वविद्यालय/ महाविद्यालय में शिक्षकों के लिए यह अनिवार्य होगा कि वह कम से कम 5 घंटे प्रतिदिन उपलब्ध हो। शिक्षक अवर-स्नातक पाठ्यक्रमों के मामले में सामुदायिक विकास/ पाठ्योत्तर कार्यकलापों/ पुस्तकालय परामर्श/ शोध हेतु छात्रों को शिक्षित करने के लिए कम से कम प्रतिदिन दो घंटे (प्रति समन्वयक न्यूनतम 15 छात्र) और/ अथवा स्नातकोत्तर

पाठ्यक्रमों के मामले में शोध हेतु प्रतिदिन कम से कम दो घंटे का समय देंगे जिसके लिए विश्वविद्यालय/ महाविद्यालय द्वारा आवश्यक स्थान और अवसंरचना प्रदान की जाएगी। प्रत्यक्ष शिक्षण- ज्ञान अर्जन कार्यभार निम्नानुसार होना चाहिए :

सहायक आचार्य	16 घंटे प्रति सप्ताह
सह- आचार्य और आचार्य	14 घंटे प्रति सप्ताह

15.2 ऐसे आचार्य, जो विस्तार तथा प्रशासनिक कार्यों में शामिल हैं, तथा ऐसे सह-आचार्य और सहायक आचार्य जो सक्रिय रूप से प्रशासनिक कार्य में जुटे हुए हों उन्हें प्रति सप्ताह कार्यों के लिए शिक्षण और ज्ञान अर्जन में दो घंटे की छूट प्रदान की जा सकती है।

16.0 सेवा करार और वरिष्ठता का निर्धारण करना

16.1 विश्वविद्यालय और महाविद्यालय में भर्ती के समय विश्वविद्यालय/ महाविद्यालय और संबंधित शिक्षक के बीच एक सेवा करार होना चाहिए और उसकी एक प्रति रजिस्ट्रार/ प्राचार्य के पास जमा की जाएगी। उक्त सेवा करार पर सरकारी प्रयोजनों के अनुसार विधिवत् रूप से स्टॉम्प ड्यूटी का भुगतान किया जाएगा।

16.2 खंड 8.0 और इसके उपखंडों और उपखंड 6.1 से 8.4 और इसमें अंतर्विष्ट सभी उपखंड तथा परिशिष्ट - II की तालिका 1 से 5 के अनुसार स्व-मूल्यांकन प्रविधियां, पात्रता के अनुसार, सेवा करार/ रिकॉर्ड का भाग होंगी।

16.3 सी.ए.एस. के अंतर्गत प्रत्यक्ष रूप से भर्ती किए गए और प्रोन्नत किए गए शिक्षकों के बीच परस्पर वरिष्ठता का निर्धारण

सी.ए.एस. के अंतर्गत प्रत्यक्ष रूप से भर्ती किए गए और प्रोन्नत किए गए शिक्षकों के बीच परस्पर वरिष्ठता का निर्धारण कार्यभार संभालने की तिथि से किया जाएगा और सी.ए.एस. के अंतर्गत प्रोन्नत किए गए शिक्षकों हेतु पात्रता की तिथि से किया जाएगा, जैसे कि संबंधित भर्तियों की चयन समिति की सिफारिशों में दर्शाया गया है। वरिष्ठता के अन्य सभी मामलों के लिए संबंधित केंद्र/ राज्य सरकार के नियम और विनियम लागू होंगे।

17.0 व्यावसायिक आचार संहिता

I. शिक्षक और उनके दायित्व :

जो कोई भी शिक्षण को व्यवसाय के रूप में अपनाता है उसका दायित्व होता है कि वह पेशे के आदर्शों के अनुरूप अपने आचरण को बनाए रखे। एक शिक्षक लगातार अपने छात्रों और समाज की समीक्षा के अधीन रहता है। इसलिए, प्रत्येक शिक्षक को यह ध्यान रखना चाहिए कि उसकी कथनी और करनी के बीच कोई भेद नहीं हो। पहले से ही निर्धारित शिक्षा के राष्ट्रीय आदर्शों और उन्हें छात्रों प्रसार करना एक शिक्षक का स्वयं का आदर्श होना चाहिए। इस व्यवसाय में आगे यह भी आवश्यक है कि शिक्षक शांत, धैर्यवान, मिलनसार और मैत्रीपूर्ण स्वभाव का हो।

एक शिक्षक को :

- (i) ऐसा जिम्मेदारी भरे आचरण तथा व्यवहार का पालन करना चाहिए जैसा कि समुदाय उनसे आशा करता है;
- (ii) उन्हें अपने निजी मामलों का इस प्रकार से प्रबंधन करना चाहिए जो कि पेशे की प्रतिष्ठा के अनुरूप हों;
- (iii) अध्ययन और शोध के माध्यम से लगातार पेशेवर विकास जारी रखने चाहिए;
- (iv) ज्ञान के क्षेत्र में योगदान देने के लिए पेशेवर बैठकों, संगोष्ठियों, सम्मेलनों इत्यादि में भागीदारी करके मुक्त और मैत्रीपूर्ण विचार व्यक्त करने चाहिए;
- (v) पेशेवर सगठनों में सक्रिय सदस्यता को बनाए रखना चाहिए और उनके माध्यम से शिक्षा और व्यवसाय को बेहतर बनाने का प्रयास करना चाहिए;
- (vi) विवेकपूर्ण और समर्पण भावना से शिक्षण, अनुशिक्षण, प्रायोगिक ज्ञान, संगोष्ठियों और शोध कार्य के रूप में अपने कर्तव्यों का निष्पादन करना चाहिए;
- (vii) शिक्षण और शोध में सहायता चोरी और अन्य अनैतिक व्यवहार में शामिल नहीं होना और उन्हें हतोत्साहित करना चाहिए;
- (viii) विश्वविद्यालय के अधिनियम, सांविधि और अध्यादेश का पालन करना चाहिए और विश्वविद्यालय के आदर्शों, विज्ञान, मिशन, सांस्कृतिक पद्धतियों और परंपराओं का आदर करना चाहिए;
- (ix) महाविद्यालय और विश्वविद्यालय के शैक्षणिक दायित्वों से संबंधित कार्यों का क्रियान्वयन करने में सहयोग और सहायता प्रदान करना जैसे कि: प्रवेश हेतु आवेदनों का मूल्यांकन करने में सहायता करना, छात्रों को परामर्श देना और उनका मार्गदर्शन और निगरानी करना, पर्यवेक्षण और मूल्यांकन करने सहित विश्वविद्यालय और महाविद्यालय में परीक्षाएं आयोजित करने में सहायता करना, और
- (x) सामुदायिक सेवा सहित सह-पाठ्यचर्या और पाठ्येत्तर कार्यकलापों के विस्तार में भागीदारी करना।

II. शिक्षक और छात्र

शिक्षक को :

- (i) छात्रों को विचार व्यक्त करने के उनके अधिकारों और प्रतिष्ठा का आदर करना चाहिए ,
- (ii) छात्रों के धर्म, जाति, लिंग, राजनीति, आर्थिक, सामाजिक और शारीरिक गुणों को ध्यान में नहीं रखते हुए उनसे निष्पक्ष और बिना भेदभाव व्यवहार करना चाहिए;
- (iii) छात्रों के व्यवहार और क्षमताओं में अंतर को पहचानना और उनकी व्यक्तिगत आवश्यकताओं को पूरा करने का प्रयास करना चाहिए;
- (iv) छात्रों को उनकी उपलब्धियों में और सुधार करने के लिए प्रोत्साहित करना चाहिए, उनके व्यक्तित्व का विकास करना चाहिए और सामुदायिक कल्याण में योगदान देने के लिए उन्हें प्रोत्साहित करना चाहिए,
- (v) छात्रों में वैज्ञानिक मनोवृत्ति, जिज्ञासा का भाव और लोकतंत्र, देश भक्ति, सामाजिक न्याय, पर्यावरण संरक्षण, और शांति के आदर्श का संचरण करना चाहिए,
- (vi) छात्रों के साथ सम्मान से व्यवहार करना और किसी भी कारण के लिए किसी के साथ प्रतिशोधात्मक तरीके से व्यवहार नहीं करना चाहिए;
- (vii) गुणों का मूल्यांकन करने में छात्र की केवल उपलब्धियों पर ध्यान देना चाहिए;
- (viii) कक्षा के समय के बाद भी छात्रों के लिए स्वयं को उपलब्ध करना और बिना किसी लाभ और पुरस्कार के छात्रों की सहायता और उनका मार्गदर्शन करना चाहिए;
- (ix) छात्रों में हमारी राष्ट्रीय विश्वास और राष्ट्रीय उद्देश्यों की समझ विकसित करने में सहायता करना चाहिए,
- (x) अन्य छात्रों, सहपाठियों अथवा प्रशासन के विरुद्ध छात्रों को उत्तेजित नहीं करना चाहिए।

III. शिक्षक और सहयोगी शिक्षक

शिक्षक को :

- (i) पेशे से जुड़े अन्य सदस्यों के साथ वैसा ही व्यवहार करना चाहिए जैसा वह स्वयं के साथ पसंद करेंगे;
- (ii) अन्य शिक्षकों के बारे में आदरपूर्वक बात करना और पेशेवर बेहतरी के लिए सहायता देनी चाहिए;
- (iii) उच्च प्राधिकारियों को सहयोगियों के विरुद्ध बेबुनियादी आरोप लगाने से बचना चाहिए,
- (iv) अपने पेशेवर प्रयासों में जाति, रंग, धर्म, प्रजाति अथवा लिंग संबंधी विचारों को नहीं आने देना चाहिए।

IV. शिक्षक और प्राधिकारी

शिक्षक को :

- (i) लागू नियमों के अनुसार अपने व्यवसायिक दायित्वों का निर्वहन करना चाहिए और अपने स्वयं के संस्थागत निकाय और/ अथवा व्यवसायिक संगठनों के माध्यम से पेशे के लिए घातक ऐसे नियम में परिवर्तन के लिए कदम उठाने के लिए पेशे के अनुकूल प्रक्रियाओं और पद्धतियों का पालन करना चाहिए जो पेशेवर हित में हों।
- (ii) निजी ट्यूशन और अनुशिक्षण कक्षाओं सहित अन्य कोई रोजगार और प्रतिबद्धता से दूर रहना चाहिए, जिससे उनके पेशेवर उत्तरदायित्वों में हस्तक्षेप होने की संभावना हो;
- (iii) विभिन्न पदों का कार्यभार स्वीकार करके और उक्त पदों के उत्तरदायित्वों का निर्वहन करके संस्था की नीति निर्माण में सहयोग करना,
- (iv) अन्य संस्थाओं की नीतियों के निर्माण में अपने संगठनों के माध्यम से सहयोग करके पदों को स्वीकार करेंगे;
- (v) पेशे की मर्यादा के अनुरूप और हितों के मद्देनजर संस्थाओं की बेहतरी हेतु प्राधिकरणों का सहयोग करना चाहिए;
- (vi) परिशिष्ट की शर्तों का अनुपालन करेंगे,
- (vii) किसी स्थिति में नियोजन में परिवर्तन से पहले उचित नोटिस देंगे और ऐसे नोटिस की अपेक्षा करेंगे;
- (viii) अपरिहार्य कारणों के अतिरिक्त छुट्टियां लेने से बचेंगे और और जहां तक संभव हो सके शैक्षणिक सत्र को पूरा करने हेतु अपने विशेष उत्तरदायित्वों के मद्देनजर छुट्टी लेने से पूर्व सूचना प्रदान करेंगे।

शिक्षक और शिक्षणोत्तर कर्मचारी**शिक्षकों को चाहिए कि :**

- (i) प्रत्येक शैक्षणिक संस्था में सहयोग से किए जाने वाले कार्यों में शिक्षणोत्तर स्टाफ को अपना सहकर्मी और समान सहयोगी समझे;
- (ii) शिक्षकों और शिक्षणोत्तर स्टाफ से संबंधित संयुक्त स्टाफ परिषदों के कार्य में सहायता करें।

VI. शिक्षक और अभिभावक**शिक्षकों को चाहिए कि :**

- (i) शिक्षक, निकायों और संगठनों के माध्यम से इस बात पर ध्यान देने का प्रयास करें कि संस्थाएं, अभिभावकों, अपने विद्यार्थियों के साथ संपर्क बनाएं और जब कभी आवश्यक हो, अभिभावकों को उनकी निष्पादन रिपोर्ट भेजें और परस्पर विचारों के आदान-प्रदान और संस्था के लाभ हेतु इस प्रयोजनार्थ आयोजित बैठकों में अभिभावकों से भेंट करें।

VII. शिक्षक और समाज**शिक्षकों को चाहिए कि :**

- (i) इस बात को स्वीकार करें कि शिक्षा एक जन सेवा है और चलाए जा रहे कार्यक्रमों के बारे में लोगों को जानकारी प्रदान करने के लिए प्रयास करें;
- (ii) समाज में शिक्षा में सुधार करने और समाज के नैतिक और बौद्धिक जीवन को सुदृढ़ करने के लिए कार्य करें;
- (iii) सामाजिक समस्याओं से अवगत हों और ऐसी क्रियाकलापों में भाग लें जो समाज की प्रगति और कुल मिलाकर देश की प्रगति में सहायक हों;
- (iv) नागरिक के कर्तव्यों का निर्वहन करें, सामाजिक क्रियाकलापों में भाग लें और सरकारी सेवा के उत्तरदायित्वों में सहायता करें;
- (v) ऐसी क्रियाकलापों में भाग लेने से और सदस्य बनने या किसी भी प्रकार से सहायता करने से बचें जो विभिन्न समुदायों, धर्मों या भाषाई समूहों में नफरत और दुश्मनी को बढ़ावा देती हो, परंतु राष्ट्रीय एकता के लिए सक्रिय होकर कार्य करें।

कुलपति/सम-कुलपति/कुलदेशिक**कुलपति/सम-कुलपति/कुलदेशिक को चाहिए कि :**

- (क) नीति निर्माण, प्रचालन प्रबंधन, मानव संसाधनों के इष्टतम उपयोग और पर्यावरण और धारणीयता के माध्यम से विश्वविद्यालय को प्रेरणादायक और प्रेरक मूल्य आधारित अकादमिक और कार्यकारी नेतृत्व प्रदान करें;
- (ख) पारदर्शिता, निष्पक्षता, ईमानदारी, सर्वोच्च नैतिकता के साथ आचरण करें और निर्णय लें, जोकि विश्वविद्यालय के सर्वोत्तम हित में हो;
- (ग) कार्य और शिक्षा के लिए एक अनुकूल वातावरण प्रदान करने के लिए उत्तरदायित्वपूर्ण, इष्टतम तथा, प्रभावी तरीके और कुशलता के साथ संसाधनों के प्रबंधन में विश्वविद्यालय की संपत्ति के प्रबंधक के रूप में कार्य करें;
- (घ) विश्वविद्यालय में सहयोग, साझा करने और परामर्श से कार्य करने की संस्कृति को बढ़ावा दें, जिससे अभिनव सोच और विचारों के लिए मार्ग प्रशस्त हो सके;
- (ङ) ऐसी कार्य संस्कृति और नैतिकता को बढ़ावा देने का प्रयास करें जो राष्ट्र और समाज के लिए गुणवत्ता, व्यावसायिकता, संतुष्टि और सेवा प्रदान करें;
- (च) अपने पेशेवर प्रयासों के माध्यम से जाति, पंथ, धर्म, नस्ल, लिंग पर विचार करने से बचें।

महाविद्यालय के प्राचार्य को चाहिए कि:

- (क) नीति निर्माण, प्रचालन प्रबंधन, मानव संसाधनों के इष्टतम उपयोग और पर्यावरण और धारणीयता के माध्यम से विश्वविद्यालय को प्रेरणादायक और प्रेरक मूल्य आधारित अकादमिक और कार्यकारी नेतृत्व प्रदान करें;
- (ख) पारदर्शिता, निष्पक्षता, ईमानदारी, सर्वोच्च नैतिकता के साथ आचरण करें और निर्णय लें, जोकि विश्वविद्यालय के सर्वोत्तम हित में हो;
- (ग) कार्य और शिक्षा के लिए एक अनुकूल वातावरण प्रदान करने के लिए उत्तरदायित्वपूर्ण, इष्टतम तथा, प्रभावी तरीके और कुशलता के साथ संसाधनों के प्रबंधन में विश्वविद्यालय की संपत्ति के प्रबंधक के रूप में कार्य करें;
- (घ) विश्वविद्यालय में सहयोग, साझा करने और परामर्श से कार्य करने की संस्कृति को बढ़ावा दें, जिससे अभिनव सोच और विचारों के लिए मार्ग प्रशस्त हो सके;
- (ङ) ऐसी कार्य संस्कृति और नैतिकता को बढ़ावा देने का प्रयास करें जो राष्ट्र और समाज के लिए गुणवत्ता, व्यावसायिकता, संतुष्टि और सेवा प्रदान करें;

- (च) आचरण और व्यवहार में उत्तरदायित्वपूर्ण प्रतिमानों का अनुपालन करें जिसकी समाज उनसे अपेक्षा करता है;
- (छ) पेशे की गरिमा के अनुरूप अपने निजी मामलों का प्रबंधन करे,
- (ज) शिक्षण और शोध में साहित्य चोरी और अन्य अनैतिक व्यवहार में संलिप्त न हों और इसे हतोत्साहित करें;
- (झ) समाज सेवा सहित विस्तार, पाठ्यचर्या से जुड़े हुए और पाठ्येतर क्रियाकलापों में भाग लें;
- (ञ) अपने पेशेवर प्रयासों के माध्यम से जाति, पंथ, धर्म, नस्ल, लिंग पर विचार करने से बचें।

शारीरिक शिक्षा और खेलकूद निदेशक (विश्वविद्यालय/ महाविद्यालय) / पुस्तकाध्यक्ष (विश्वविद्यालय/ महाविद्यालय) को चाहिए कि वह

- (क) आचरण और व्यवहार में उत्तरदायित्वपूर्ण प्रतिमानों का अनुपालन करें जिसकी समाज उनसे अपेक्षा करता है;
- (ख) पेशे की गरिमा के अनुरूप अपने निजी मामलों का प्रबंधन करें;
- (ग) शिक्षण और अनुसंधान में साहित्य चोरी और अन्य अनैतिक व्यवहार में संलिप्त न हों और इसे हतोत्साहित करें;
- (घ) समाज सेवा सहित विस्तार, पाठ्यचर्या से जुड़े हुए और पाठ्येतर क्रियाकलापों में भाग लें;
- (ङ) अपने पेशेवर प्रयासों के माध्यम से जाति, पंथ, धर्म, नस्ल, लिंग पर विचार करने से बचें।

18.0 उच्चतर शिक्षा संस्थाओं में मानकों को बनाए रखना :

उच्चतर शिक्षा में शिक्षा मानकों को बनाए रखने के लिए संबंधित विश्वविद्यालय/ महाविद्यालय/ संस्थानों द्वारा निम्नलिखित सिफारिशें अपनाई जाएंगी

- i. इस संबंध में संबंधित विश्वविद्यालय अनुदान आयोग के विनियमों और उनमें समय-समय पर किए गए संशोधनों के अनुसार सभी विश्वविद्यालयों में पीएचडी उपाधि की मूल्यांकन प्रक्रिया समान होगी। विश्वविद्यालय उक्त विनियमों को इनकी अधिसूचना के पश्चात् छह माह के भीतर अंगीकार कर लेंगे।
- ii. महाविद्यालयों और विश्वविद्यालयों के संकाय सदस्यों को पीएचडी उपाधि प्राप्त करने के लिए प्रोत्साहित करने हेतु सेवारत शिक्षकों के लिए पीएचडी सीटों की अधिकता के संबंध में विशेष उपबंध किया जाएगा लेकिन, यदि विभाग में पात्र पर्यवेक्षकों के पास कोई रिक्त सीट उपलब्ध नहीं हो तो यह विभाग में उपलब्ध कुल सीटों के 10 प्रतिशत से अधिक नहीं होगा।
- iii. शोध को बढ़ावा देने के लिए और देश की शोध उत्पादकता में वृद्धि करने के लिए विश्वविद्यालय, महाविद्यालय के शिक्षकों को पीएचडी/ एमफिल विद्वानों के पर्यवेक्षण की अनुमति प्रदान करेगा और आवश्यकता आघारित सुविधाएं प्रदान करेगा, तदनुसार विश्वविद्यालय अपनी उपविधियों तथा अध्यादेशों में संशोधन करेंगे।
- iv. इन विनियमों में निर्धारित उपबंधों के अनुसार सभी नव-नियुक्त संकाय सदस्यों को मूल शोध/ कंप्यूटेशनल सुविधा स्थापित करने के लिए एक बार प्रारम्भिक धन/ स्टार्ट-अप अनुदान/ शोध अनुदान प्रदान किया जाएगा।
- v. इन विनियमों में निर्धारित उपबंधों के अनुसार भर्ती और प्रोन्नति के लिए पीएचडी उपाधि को अनिवार्य अपेक्षा बनाया जाएगा।
- vi. संसाधनों का इष्टतम उपयोग सुनिश्चित करने के लिए और उच्चतर शिक्षा संस्थानों में समन्वय स्थापित करने के लिए शोध सुविधाओं, मानव संसाधन, कौशल, और अवसररचना को साझा करने के लिए राज्य में विश्वविद्यालयों/ महाविद्यालयों/ अनुसंधान संस्थाओं के बीच अनुसंधान शोध क्लस्टर सृजित किए जाएंगे।
- vii. विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में सभी नव-नियुक्त सहायक आचार्यों के लिए आदर्श रूप से उनके शैक्षिक कार्य शुरू करने से पहले एक माह का अनुगम कार्यक्रम शुरू किया जाएगा लेकिन यह नव-नियुक्त संकाय सदस्य की भर्ती के निश्चित रूप से एक वर्ष के भीतर हो जाना चाहिए। विश्वविद्यालय अनुदान आयोग के मानव संसाधन विकास केंद्रों के अतिरिक्त, विश्वविद्यालय/ संस्थाएं, अध्यापक और शिक्षण से संबंधित पंडित भद्रन मोहन मालवीय राष्ट्रीय मिशन (पीएमएमएमएनएमटीटी) योजना के माध्यम से अपने अधिदेश के अनुरूप उक्त अनुगम कार्यक्रम आयोजित करेंगे।
- viii. उक्त अनुगम कार्यक्रमों को सीएएस आवश्यकताओं के प्रयोजन हेतु विश्वविद्यालय अनुदान आयोग के मानव संसाधन विकास केंद्रों द्वारा पहले से चलाए जा रहे अभिविन्यास कार्यक्रमों के समतुल्य माना जाएगा। विश्वविद्यालय/ महाविद्यालय/ संस्थाएं अपने संकाय सदस्यों को चरणबद्ध तरीके से उक्त कार्यक्रमों में भेजेगे जिससे शिक्षण कार्य में बाधा उत्पन्न न हो।
- ix. पीएमएमएमएनएमटीटी योजना के अंतर्गत स्कूल ऑफ एजुकेशन (एसओई), टीचिंग लर्निंग सेंटर्स (टीएलसी), फेकल्टी डेवलपमेंट सेंटर्स (एफडीसी), सेंटर्स फॉर एक्सिलेंस इन साइंस एंड मेथेमेटिक्स (सीईएसएमई), सेंटर्स फॉर अकैडमिक लीडरशिप एंड एजुकेशन मैनेजमेंट (सीएएलईएम) जैसे केंद्रों द्वारा शिक्षकों/संकाय सदस्यों हेतु आयोजित एक सप्ताह से लेकर एक माह तक के सभी अल्पकालीन और दीर्घकालीन क्षमता-निर्माण कार्यक्रमों के साथ-साथ अध्यापन-संबंधी और विषय-विशिष्ट

क्षेत्रों के लिए आयोजित किए जा रहे संगोष्ठियों, कार्यशालाओं पर इन विनियमों के तहत कैरियर उन्नति योजना में निर्धारित आवश्यकताओं को पूरा करने में विचार किया जाएगा।

19.0 अन्य निबंधन और शर्तें

19.1 पीएचडी/ एमफिल और अन्य उच्चतर शिक्षा हेतु प्रोत्साहन

i. जिन अभ्यर्थियों को विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित दाखिला, पंजीकरण, कोर्स- वर्क और बाह्य मूल्यांकन प्रक्रिया का अनुपालन करके संबंधित विषय में पीएचडी की उपाधि प्रदान की गई है, वे सहायक आचार्य के रूप में भर्ती के प्रवेश स्तर पर प्रदान की जाने वाली वेतन वृद्धि में पाँच गैर- मिश्रित अग्रिम वेतन वृद्धि के पात्र होंगे।

ii. सहायक आचार्य के पद पर भर्ती के समय एमफिल उपाधि धारक दो गैर- मिश्रित अग्रिम वेतन वृद्धि के पात्र होंगे।

iii. जिन शिक्षकों के पास एलएलएम/ एमटेक/ एमआर्क/ एमई/ एमबीएससी/ एमडी., आदि जैसे व्यावसायिक पाठ्यक्रमों की उपाधि है जिन्हें संबंधित सांविधिक निकाय/ परिषद् द्वारा मान्यता प्राप्त है वे भी प्रवेश स्तर पर दो गैर- मिश्रित अग्रिम वेतन वृद्धि के पात्र होंगे।

iv.

(क) जो शिक्षक सेवा के दौरान पीएचडी की उपाधि प्राप्त करते हैं वे तभी प्रवेश स्तर पर तीन गैर-मिश्रित वेतन वृद्धि के पात्र होंगे यदि पीएचडी, रोजगार से संबंधित विषय में की गई है और जो विश्वविद्यालय द्वारा नामांकन, कोर्स- वर्क, मूल्यांकन आदि हेतु विश्वविद्यालय अनुदान आयोग द्वारा निर्धारित प्रक्रिया का पालन करके प्रदान की गई हो।

(ख) तथापि, उन सेवारत शिक्षकों को जिन्हें इन विनियमों के लागू होने के समय से पहले ही पीएचडी की उपाधि प्रदान कर दी गई है या पीएचडी में नामांकन हो गया हो, जो कोर्स- वर्क और मूल्यांकन पूरा कर चुके हों, यदि कोई हो तो, और पीएचडी की उपाधि प्रदान करने के संबंध में केवल अधिसूचना जारी की गई हो, तो वे भी प्रवेश स्तर पर तीन गैर- मिश्रित वेतन वृद्धि के पात्र होंगे, चाहे, पीएचडी की उपाधि प्रदान करने वाले विश्वविद्यालय को आयोग द्वारा विनिर्दिष्ट प्रक्रिया का अनुपालन करने के लिए विश्वविद्यालय अनुदान आयोग द्वारा अभी अधिसूचित नहीं किया गया है।

v. अन्य प्रत्येक मामले के संबंध में, वे शिक्षक जो पीएचडी में पहले से ही नामांकित हैं वे उस स्थिति में भी प्रवेश स्तर पर तीन गैर-मिश्रित वेतन वृद्धि के पात्र होंगे जब पीएचडी प्रदान करने वाले विश्वविद्यालय को विश्वविद्यालय अनुदान आयोग द्वारा कोर्स- वर्क या मूल्यांकन या दोनों, जैसा भी मामला हो, के सम्बन्ध में पीएचडी की उपाधि प्रदान करने हेतु आयोग द्वारा विनिर्दिष्ट प्रक्रिया का अनुपालन करने के लिए अधिसूचित किया गया हो।

vi. ऐसे सेवारत शिक्षक जिनका अभी पीएचडी में नामांकन नहीं हुआ है, को प्रवेश स्तर पर तीन गैर- मिश्रित वेतन वृद्धि का लाभ तभी प्राप्त होगा जब वे सेवा में रहते हुए पीएचडी की उपाधि प्राप्त करें और उक्त नामांकन ऐसे विश्वविद्यालय में होना चाहिए जो विश्वविद्यालय अनुदान आयोग द्वारा विनिर्दिष्ट नामांकन सहित सम्पूर्ण प्रक्रिया का अनुपालन करता हो।

vii. ऐसे शिक्षक, जो सेवा के दौरान व्यावसायिक पाठ्यक्रम में एमफिल उपाधि या स्नातकोत्तर उपाधि प्राप्त करते हैं जिन्हें संबंधित सांविधिक निकाय/ परिषद् द्वारा मान्यता प्राप्त हो, भी केवल प्रवेश स्तर पर एक अग्रिम वेतन वृद्धि के पात्र होंगे।

viii. ऐसे सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष जिनके पास प्रवेश स्तर पर पुस्तकालय विज्ञान में पुस्तकालय विज्ञान की विधा में ऐसे विश्वविद्यालय से पीएचडी की उपाधि प्राप्त की हो, जो विश्वविद्यालय अनुदान आयोग द्वारा पुस्तकालय विज्ञान में पीएचडी प्रदान करने के लिए नामांकन, कोर्स- वर्क, और मूल्यांकन के सम्बन्ध में विहित प्रक्रिया का पालन करता हो, वे पांच गैर- मिश्रित अग्रिम वेतन वृद्धि के पात्र होंगे।

ix. (क) सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष जो सेवकाल के दौरान कभी भी पुस्तकालय विज्ञान में ऐसे विश्वविद्यालय से जो नामांकन, कोर्स- वर्क, और मूल्यांकन के संबंध में विश्वविद्यालय अनुदान आयोग द्वारा विनिर्दिष्ट प्रक्रिया का अनुपालन करता हो, से पीएचडी की उपाधि प्राप्त करते हैं वे केवल प्रवेश स्तर पर लागू वृद्धि में तीन गैर- मिश्रित वेतन वृद्धि के पात्र होंगे।

(ख) तथापि, ऐसे शिक्षक, जो सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष या उच्च पदों पर आसीन हैं, जिन्होंने इन विनियमों के लागू होने से पूर्व पुस्तकालय विज्ञान में पीएचडी की उपाधि प्राप्त कर ली है या पहले ही कोर्स वर्क और मूल्यांकन, यदि कोई हो तो, पूरा कर लिया हो और इस सम्बन्ध में केवल अधिसूचना की प्रतीक्षा हो, वे लोग भी केवल प्रवेश स्तर पर लागू वृद्धि में तीन गैर- मिश्रित वेतन वृद्धि के पात्र होंगे।

ix. सहायक पुस्तकाध्यक्ष/ महाविद्यालय पुस्तकाध्यक्ष या उच्च पदों पर आसीन अन्य प्रत्येक मामले के संबंध में, जो पीएचडी में पहले से ही नामांकित हैं, वे प्रवेश स्तर पर तीन गैर- मिश्रित वेतन वृद्धि के पात्र होंगे जब पीएचडी प्रदान करने वाले विश्वविद्यालय को विश्वविद्यालय अनुदान आयोग द्वारा कोर्स-वर्क या मूल्यांकन या दोनों, जैसा भी मामला हो, के सम्बन्ध में पीएचडी की उपाधि प्रदान करने हेतु विश्वविद्यालय अनुदान आयोग द्वारा विनिर्दिष्ट प्रक्रिया का अनुपालन करने के लिए अधिसूचित किया गया हो।

x. अन्य प्रत्येक मामले के संबंध में सहायक पुस्तकालय/ महाविद्यालय पुस्तकालय और उच्च पुस्तकालय पदों पर आसीन सेवारत व्यक्ति, जो पीएचडी में पहले से ही नामांकित है, केवल उस स्थिति में प्रवेश स्तर पर तीन गैर- भिन्नित वेतन वृद्धि के पात्र होंगे जब पीएचडी प्रदान करने वाले विश्वविद्यालय को विश्वविद्यालय अनुदान आयोग द्वारा कोर्स- वर्क या मूल्यांकन या दोनों, जैसी भी स्थिति हो, के सम्बन्ध में पीएचडी की उपाधि प्रदान करने हेतु आयोग द्वारा विनिर्दिष्ट प्रक्रिया का अनुपालन करने के लिए अधिसूचित किया गया हो।

xi. ऐसे सहायक पुस्तकालय/ महाविद्यालय पुस्तकालय जिनके पास पुस्तकालय विज्ञान में एम्फिल की उपाधि है, के लिए प्रवेश स्तर पर दो गैर- भिन्नित अग्रिम वेतन वृद्धि स्वीकार्य होगी। सहायक पुस्तकालय/ महाविद्यालय पुस्तकालय और जो उच्च पदों पर आसीन हैं, जो सेवा के दौरान किसी भी समय पुस्तकालय विज्ञान में एम्फिल की उपाधि प्राप्त करते हैं के लिए प्रवेश स्तर पर एक गैर- भिन्नित अग्रिम वेतन वृद्धि स्वीकार्य होगी।

xii. शारीरिक शिक्षा और खेलकूद सहायक निदेशक/ महाविद्यालय शारीरिक शिक्षा और खेलकूद निदेशक, जिनके पास प्रवेश स्तर पर शारीरिक शिक्षा/ शारीरिक शिक्षा और खेलकूद/ खेलकूद विज्ञान में ऐसे विश्वविद्यालय से पीएचडी की उपाधि प्राप्त है, जो शारीरिक शिक्षा/ शारीरिक शिक्षा और खेलकूद/ खेलकूद विज्ञान में पीएचडी की उपाधि के लिए नामांकन, कोर्स वर्क, और मूल्यांकन प्रक्रिया के संबंध में विश्वविद्यालय अनुदान आयोग द्वारा विनिर्दिष्ट प्रक्रिया का अनुपालन करता हो, के लिए पांच गैर- भिन्नित अग्रिम वेतन वृद्धि स्वीकार्य होगी।

xiii. पूर्वगामी खंडों में किसी स्तर के बायजूद भी, जो पहले से ही इस विनियम या पूर्व योजनाओं/ विनियमों के अंतर्गत प्रवेश स्तर पर या सेवा के दौरान पीएचडी/ एम्फिल की उपाधि के आधार पर अग्रिम वेतन वृद्धि का लाभ प्राप्त कर चुके हैं, वे इस विनियम के अंतर्गत अग्रिम वेतन वृद्धि के लाभ के पात्र नहीं होंगे।

xiv. शिक्षक, पुस्तकालय और शारीरिक शिक्षा और खेलकूद संवर्ग जिन्होंने सेवा के दौरान पहले ही पीएचडी/ एम्फिल की उपाधि प्राप्त करने हेतु मौजूदा नीति के अनुसार वेतन वृद्धि का लाभ प्राप्त किया है, उन्हें इन विनियमों के अंतर्गत अग्रिम वेतन वृद्धि का लाभ प्राप्त नहीं होगा।

xv. उन पदों के लिए जहाँ पूर्व योजनाओं/ विनियमों के अंतर्गत प्रवेश स्तर पर पीएचडी/ एम्फिल की उपाधि के आधार पर कोई वेतन वृद्धि स्वीकार्य नहीं थी, वहाँ पीएचडी/ एम्फिल की उपाधि प्राप्त करने पर अग्रिम वेतन वृद्धि का लाभ केवल उन नियुक्तियों के लिए होगा, जो इन विनियमों के लागू होने पर या इसके पश्चात् की गई हैं।

19.2 पदोन्नति

जब किसी व्यक्ति की पदोन्नति होगी, तो पदोन्नति पर उन्नत वेतन नीचे दिए गए पे- ग्रेड्स अनुसार निर्धारित किया जायेगा।

पदोन्नति पर शिक्षक या समकक्ष पद को उस स्तर पर अगले उच्चतर प्रकोष्ठ में प्रविष्ट करके उसके मौजूदा वेतन के अकादमिक वेतन स्तर में कल्पित वेतनवृद्धि की जाएगी और इस प्रकोष्ठ में दर्शाया गया वेतन अब उस पद के अनुरूप नए शैक्षणिक स्तर पर निर्धारित होगा, जहाँ उसे प्रोन्नत किया गया है। यदि उस वेतन के समान एक प्रकोष्ठ नए स्तर पर उपलब्ध है, तो वह प्रकोष्ठ नया वेतन होगा, अन्यथा उस स्तर पर अगला प्रकोष्ठ शिक्षक या समकक्ष पद का नया वेतन होगा। यदि नए स्तर पर इस पद्धति से परिकल्पित वेतन नए स्तर के पहले प्रकोष्ठ से कम है, तो वेतन नए स्तर के पहले प्रकोष्ठ पर निर्धारित किया जाएगा।

19.3 भत्ते और लाभ

- I. शिक्षकों और पुस्तकालय और शारीरिक शिक्षा और खेलकूद संवर्ग हेतु अन्य भत्ते और लाभ, जैसे कि गृहनगर यात्रा रियायत, पुद्दी यात्रा रियायत, विशेष क्षतिपूर्ति भत्ता, संतान शिक्षा भत्ता, परिवहन भत्ता, मकान किराया भत्ता, गृह निर्माण भत्ता, प्रतिनियुक्ति भत्ता, यात्रा भत्ता, महंगाई भत्ता, क्षेत्र-अध्यापित विशेष क्षतिपूर्ति भत्ता आदि, केंद्र सरकार के कर्मचारियों के समान होंगे और समय-समय पर भारत सरकार द्वारा अधिसूचित संगत नियमों द्वारा शासित होंगे।
- II. केन्द्रीय/ राज्य सरकार के कर्मचारियों के लिए लागू पेंशन, उपदान, अनुग्रह राशि इत्यादि भी केन्द्रीय/ राज्य विश्वविद्यालयों के शिक्षकों और पुस्तकालय और शारीरिक शिक्षा और खेलकूद संवर्ग संबद्ध और घटक महाविद्यालयों सहित महाविद्यालयों, जैसा भी मामला हो, में लागू होंगे।
- III. चिकित्सा संबंधी लाभ शिक्षकों और पुस्तकालय और शारीरिक शिक्षा संवर्ग के लिए सभी चिकित्सा लाभ केंद्र सरकार के कर्मचारियों के लिए लागू होने वाले लाभ के समान होंगे। इसके अलावा, शिक्षकों और पुस्तकालय और शारीरिक शिक्षा संवर्ग को केंद्र सरकार स्वास्थ्य योजना के तहत रखा जा सकता है या केंद्र/ राज्य विश्वविद्यालयों/ महाविद्यालयों हेतु केंद्र सरकार/ संबंधित राज्य सरकार की स्वास्थ्य योजना, के अंतर्गत, जैसा भी मामला हो, के तहत रखा जा सकता है।

परिशिष्ट

परिशिष्ट- 1	मौजूदा पदधारी, जो तालिकाओं में दर्शाई गई विभिन्न श्रेणियों के पदों पर दिनांक 01-01-2016 को आसीन थे, के लिए वेतन निर्धारण हेतु फिटमेंट तालिका, (मानव संसाधन और विकास मंत्रालय की अधिसूचना के संबंध में मानव संसाधन और विकास मंत्रालय दिनांक 08-11-2017 का पत्र संख्या शुद्धिपत्र संख्या 1-7/2015 -U-II(1))
परिशिष्ट- 2	आकलन मानदंड और पद्धति
	तालिका 1 से 3 - विश्वविद्यालयों और महाविद्यालयों के शिक्षकों हेतु
	तालिका 4 - सहायक पुस्तकाध्यक्ष, उप-पुस्तकाध्यक्ष, पुस्तकाध्यक्ष आदि
	तालिका 5 - सहायक निदेशक/ उप निदेशक/ निदेशक शारीरिक शिक्षा और खेलकूद आदि।

संजीव कुमार नारायण, अवर सचिव

[विज्ञापन-III/4/अस्ता./147/18]

परिशिष्ट 1

मौजूदा पदधारी, जो तालिकाओं में दर्शाई गई विभिन्न श्रेणियों के पदों पर दिनांक 01-01-2016 को आसीन थे, के लिए वेतन निर्धारण हेतु फिटमेंट तालिका

फ. सं. 1-7/2015- U.II(1)

भारत सरकार

मानव संसाधन विकास मंत्रालय

उच्चतर शिक्षा विभाग

विश्वविद्यालय-2 अनुभाग

शास्त्री भवन, नई दिल्ली

दिनांक: 8 नवम्बर, 2017

शुद्धिपत्र

विषय : सातवें केन्द्रीय वेतन आयोग (सीपीसी) की सिफारिशों के संबंध में केन्द्रीय सरकारी कर्मचारियों के वेतनमान में संशोधन के अनुक्रम में विश्वविद्यालयों और महाविद्यालयों में शिक्षकों और समकक्ष संगर्गों के वेतन में संशोधन की योजना।

भारत सरकार के मानव संसाधन विकास मंत्रालय (उच्चतर शिक्षा विभाग) के दिनांक 02-11-2017 की आदेश संख्या 1-7/2015-

U.II(1) में उक्त आदेश में जोड़े गए अनुलग्नक (पृष्ठ 9) में दिए गए आंकड़े

- (क) प्रकोष्ठ अकादमिक स्तर 12, पंक्ति 3 को "84,100" की बजाय "84,700" पढ़ा जाए
 (ख) प्रकोष्ठ अकादमिक स्तर 13क, पंक्ति 16 को "2,04,100" की बजाय "2,04,700" पढ़ा जाए
 (ख) प्रकोष्ठ अकादमिक स्तर 14, पंक्ति 9 को "1,82,100" की बजाय "1,82,700" पढ़ा जाए

2. उक्त आदेश की शेष विषयवस्तु समान रहेगी।

ह0/-

(डॉ. के.के. त्रिपाठी)

निदेशक

प्रति प्रेषित :

1 सचिव, विश्वविद्यालय अनुदान आयोग, बहादुर शाह जफर मार्ग, नई दिल्ली- 110002

1205

- 2 केंद्र सरकार द्वारा पूर्ण रूप से वित्तपोषित सभी केंद्रीय विश्वविद्यालयों/ सम विश्वविद्यालय संस्थाओं के कुलपति
 3 प्रधानमंत्री के प्रधान सचिव, साँख ब्लॉक, केन्द्रीय सचिवालय, नई दिल्ली
 4 सचिव (समन्वय), मंत्रिमंडल सचिवालय, राष्ट्रपति भवन, नई दिल्ली
 5 सचिव, व्यय विभाग, नार्थ ब्लॉक, नई दिल्ली
 6 सचिव, कार्मिक एवं प्रशिक्षण विभाग, नार्थ ब्लॉक, नई दिल्ली
 7 सचिव, कृषि अनुसंधान और शिक्षा विभाग, कृषि भवन, नई दिल्ली
 8 सचिव, स्वास्थ्य और परिवार कल्याण (चिकित्सा शिक्षा) मंत्रालय, निर्माण भवन, नई दिल्ली
 9 सदस्य सचिव, अखिल भारतीय तकनीकी शिक्षा परिषद, नई दिल्ली
 10 सभी राज्य सरकारों के मुख्य सचिव
 11 वेबमास्टर, मानव संसाधन विकास मंत्रालय को इस आदेश को राष्ट्रीय सूचना विज्ञान केंद्र (एनआईसी) द्वारा तैयार मंत्रालय की वेबसाइट पर प्रकाशन हेतु

पे बैंड (रुपए)	15,600 से 39,100			37,400 से 67,000		67,000 से 79,000
18	95,300	1,13,800	1,31,700	2,17,100		
19	98,200	1,17,200	1,35,700			
20	1,01,100	1,20,700	1,39,800			
21	1,04,100	1,24,300	1,44,000			
22	1,07,200	1,28,000	1,48,300			
23	1,10,400	1,31,800	1,52,700			
24	1,13,700	1,35,800	1,57,300			
25	1,17,100	1,39,900	1,62,000			
26	1,20,600	1,44,100	1,66,900			
27	1,24,200	1,48,400	1,71,900			
28	1,27,900	1,52,900	1,77,100			
29	1,31,700	1,57,500	1,82,400			
30	1,35,700	1,62,200	1,87,900			
31	1,39,800	1,67,100	1,93,500			
32	1,44,000	1,72,100	1,99,300			
33	1,48,300	1,77,300	2,05,300			
34	1,52,700	1,82,600	2,11,500			
35	1,57,300	1,88,100				
36	1,62,000	1,93,700				
37	1,66,900	1,99,500				
38	1,71,900	2,05,500				
39	1,77,100					
40	1,82,400					

परिशिष्ट- III

तालिका 1

विश्वविद्यालय/ महाविद्यालय के शिक्षकों हेतु आकलन मानदंड और पद्धति

क्रम संख्या	क्रियाकलाप	ग्रेडिंग मानदंड
1	शिक्षण : (पढ़ाई गई कक्षाओं की संख्या/सौंपी गई कुल कक्षाएं) X 100 प्रतिशत (पढ़ाई गई कक्षाओं में अनुशिक्षण, प्रयोगशाला और शिक्षण संबंधी अन्य क्रियाकलाप शामिल हैं)	80 प्रतिशत और अधिक - अच्छा 80 प्रतिशत से कम लेकिन 70 प्रतिशत से अधिक - संतोषजनक 70 प्रतिशत से कम - संतोषजनक नहीं
2	विश्वविद्यालयों/ महाविद्यालयों के छात्र संबंधी क्रियाकलापों/ शोध क्रियाकलापों में भागीदारी (क) प्रशासनिक दायित्व जैसे कि मुखिया, अध्यक्ष / संकाय अध्यक्ष / निर्देशक/ समन्वयक/ वार्डन आदि। (ख) महाविद्यालय/विश्वविद्यालय द्वारा सौंपी गई परीक्षा और मूल्यांकन ड्यूटी अथवा परीक्षा पत्र मूल्यांकन हेतु उपस्थित होना। (ग) छात्रों से संबंधित पाठ्यक्रम से जुड़ी, विस्तार और क्षेत्र आधारित क्रियाकलापों जैसे कि विद्यार्थी क्लब, कॅरियर परामर्श, अध्ययन दौरा, छात्र संगोष्ठि और अन्य क्रियाकलाप, सांस्कृतिक, खेलकूद, एनसीसी, एनएसएस और समाज सेवा। (घ)संगोष्ठियों/ सम्मेलन/ कार्यशालाएं अन्य महाविद्यालय/ विश्वविद्यालय संबंधी क्रियाकलापों का आयोजन (ङ) पीएचडी छात्रों को मार्गदर्शन प्रदान करने में सक्रिय भागीदारी के साक्ष्य। (च) राष्ट्रीय और अंतरराष्ट्रीय एजेंसियों द्वारा प्रायोजित लघु और बृहद अनुसंधान परियोजनाओं का आयोजन। (छ) समकक्ष व्यक्ति समीक्षित अथवा विश्वविद्यालय द्वारा निर्धारित सूची के जर्नल में कम से कम एक एकल या संयुक्त प्रकाशन।	अच्छा - कम से कम 3 क्रियाकलापों में भागीदारी संतोषजनक - 1 से 2 क्रियाकलाप— असंतोषजनक - किसी भी क्रियाकलाप में भाग नहीं लेना/ कोई भी क्रियाकलाप नहीं करना। नोट : क्रियाकलापों की संख्या क्रियाकलापों की वृहद श्रेणी के अंतर्गत या सभी श्रेणियों को मिलाकर हो सकती है।

समग्र ग्रेडिंग :

बेहतर - शिक्षण में अच्छा है और क्रम संख्या 2 पर उल्लिखित क्रियाकलापों में संतोषजनक या अच्छा है।

अथवा

संतोषजनक - शिक्षण में संतोषजनक और क्रम संख्या 2 पर उल्लिखित क्रियाकलापों में अच्छा या संतोषजनक।

संतोषजनक नहीं है- यदि समग्र ग्रेडिंग में न तो अच्छा हो और न ही संतोषजनक हो।

नोट: क्रम संख्या 1 और 2 में दिये गए क्रियाकलापों की ग्रेडिंग के आकलन के प्रयोजन हेतु, ऐसी सभी अवधियों जो शिक्षकों द्वारा मातृत्व अवकाश, बाल परिचर्या अवकाश, अध्ययन छुट्टी, चिकित्सा छुट्टी जैसी विभिन्न प्रकार की वैतनिक छुट्टियों पर व्यतीत की गई हैं और ग्रेडिंग आकलन में से प्रतिनियुक्ति को शामिल नहीं किया जाएगा। शिक्षक का शेष अवधि के लिए आकलन किया जाएगा और शिक्षक की ग्रेडिंग करने के लिए आकलन की सम्पूर्ण अवधि में से इन अवधियों को हटा दिया जाएगा। उपरोक्त वर्णित ऐसी छुट्टियों/ प्रतिनियुक्ति के कारण शिक्षक को सीएस के अंतर्गत प्रोन्नति में शिक्षण दायित्वों से उनकी अनुपस्थिति के कारण कोई नुकसान नहीं होगा बशर्त ऐसी छुट्टियाँ/ प्रतिनियुक्ति इन विनियमों में निर्धारित सभी प्रक्रियाओं का अनुपालन करके सक्षम प्राधिकारियों के पूर्व-अनुमोदन से और मूल संस्थान के अधिनियमों, संविधियों और अध्यादेशों के अनुसार ली गई हों।

तालिका- 2

शैक्षणिक/ शोध अंक की गणना हेतु विश्वविद्यालय और महाविद्यालय के शिक्षकों के लिए कार्यप्रणाली

(आकलन शिक्षकों द्वारा प्रस्तुत साक्ष्यों पर आधारित होना चाहिए, जैसे: प्रकाशनों की प्रति, परियोजना स्वीकृति पत्र, विश्वविद्यालय द्वारा जारी उपयोग तथा पूर्णता प्रमाण पत्र, पेटेंट दर्ज कराने संबंधी अमिस्वीकृति और स्वीकृति पत्र, विद्यार्थियों को पीएचडी उपाधि प्रदान किए जाने संबंधी पत्र इत्यादि।)

क्रम सं.	शैक्षणिक / शोध क्रियाकलाप	विज्ञान/ अभियांत्रिकी/ कृषि/ चिकित्सा/ विज्ञान संकाय	भाषा/ सामाजिक विज्ञान/ शारीरिक विज्ञान/ प्रबंधन तथा अन्य संबंधित विभाग
1	समकक्ष व्यक्ति समीक्षित अथवा विश्वविद्यालय अनुदान आयोग द्वारा सूचीबद्ध पत्रों में शोध पत्र	08 प्रति पत्र	10 प्रति पत्र
2	प्रकाशन (शोध पत्रों के अतिरिक्त)		
	(क) लिखी गई पुस्तकें, जिन्हें निम्नवत के द्वारा प्रकाशित किया गया :		
	अंतर्राष्ट्रीय प्रकाशक	12	12
	राष्ट्रीय प्रकाशक	10	10
	संपादित पुस्तक में अध्याय	05	05
	अंतर्राष्ट्रीय प्रकाशक द्वारा पुस्तक का संपादक	10	10
	राष्ट्रीय प्रकाशक द्वारा पुस्तक का संपादक	08	08
	(ख) योग्य संकाय द्वारा भारतीय और विदेशी भाषाओं में अनुवाद कार्य		
	अध्याय अथवा शोध पत्र	03	03
	पुस्तक	08	08
3	आईसीटी के माध्यम से शिक्षण ज्ञान- अर्जन, शिक्षण शास्त्र और विषयवस्तु का सृजन तथा नए और नवोन्मेषी पाठ्यक्रमों और पाठ्यचर्या का विकास		
	(क) नवोन्मेषी अध्यापन का विकास	05	05
	(ख) नई पाठ्यचर्या और पाठ्यक्रमों को तैयार करना	02 प्रति पाठ्यचर्या/ पाठ्यक्रम	02 प्रति पाठ्यचर्या/ पाठ्यक्रम
	(ग) एमओओसी		
	चार चतुर्थांश में पूर्ण एमओओसी का विकास (4 क्रेडिट पाठ्यक्रम) (कम क्रेडिट के एमओओसी के मामले में 05 अंक/ क्रेडिट)	20	20
	प्रति मॉड्यूल/ व्याख्यान एमओओसी (चार चतुर्थांश में विकसित)	05	05
	विषयवस्तु लेखक/ एमओओसी के प्रत्येक मॉड्यूल हेतु विषयवस्तु विशेषज्ञ (कम से कम एक चतुर्थांश)	02	02
	एमओओसी हेतु पाठ्यक्रम समन्वयक (4 क्रेडिट पाठ्यक्रम) (कम क्रेडिट के एमओओसी के मामले में 02 अंक/ क्रेडिट)	08	08
	(घ) ई- विषयवस्तु		
	पूर्ण पाठ्यक्रम / ई- पुस्तक हेतु चार चतुर्थांशों में ई- विषयवस्तु का विकास	12	12
	प्रति मॉड्यूल ई- विषयवस्तु (चार चतुर्थांश में विकसित)	05	05
	समग्र पाठ्यक्रम/ पत्र/ ई-पुस्तक में ई- विषयवस्तु मॉड्यूल के विकास में योगदान (कम से कम एक चतुर्थांश)	02	02

	संपूर्ण पाठ्यक्रम/ पत्र/ ई-पुस्तक हेतु ई-विषयवस्तु का संपादक	10	10
4	(क) शोध मार्गदर्शन		
	पीएचडी	10 प्रति प्रदान की गई उपाधि 05 प्रति जमा किए गए शोध प्रबंध	10 प्रति प्रदान की गई उपाधि 05 प्रति जमा किए गए शोध प्रबंध
	एम.फिल./ स्नातकोत्तर शोध प्रबंध	02 प्रति प्रदान की गई उपाधि	02 प्रति प्रदान की गई उपाधि
	(ख) पूरी की गई शोध परियोजनाएं		
	10 लाख से अधिक	10	10
	10 लाख से कम	05	05
	(ग) जारी शोध परियोजनाएं :		
	10 लाख से अधिक	05	05
	10 लाख से कम	02	02
	(घ) परामर्शत्री सेवाएं	03	03
5	(क) पेटेंट		
	अंतर्राष्ट्रीय	10	10
	राष्ट्रीय	07	07
	(ख) *नीतिगत दस्तावेज (सं.सा.सं./ यूनेस्को/ विश्व बैंक/ अंतर्राष्ट्रीय मुद्रा कोष इत्यादि अथवा केंद्र सरकार या राज्य सरकार जैसे किसी अंतर्राष्ट्रीय निकाय/ संगठन को सौंपे गए)		
	अंतर्राष्ट्रीय	10	10
	राष्ट्रीय	07	07
	राज्य	04	04
	(क) पुरस्कार / अध्येतावृत्ति		
	अंतर्राष्ट्रीय	07	07
	राष्ट्रीय	05	05
6	*अतिथि व्याख्यान/ संसाधक/ संगोष्ठियों/ सम्मलेनों में पत्र प्रस्तुतीकरण/ सम्मलेन कार्यवाहियों में पूर्ण पत्र प्रस्तुत करना (संगोष्ठियों/ सम्मलेनों में प्रस्तुत किए गए पत्र और सम्मलेन कार्यवाहियों में पूर्ण पत्र के रूप में प्रकाशित पत्रों की गणना सिर्फ एक बार की जाएगी)		
	अंतर्राष्ट्रीय (विदेश)	07	07
	अंतर्राष्ट्रीय (देश के भीतर)	05	05
	राष्ट्रीय	03	03
	राज्य/ विश्वविद्यालय	02	02

सहकर्मी द्वारा समीक्षित अथवा विश्वविद्यालय अनुदान आयोग द्वारा सूचीबद्ध जर्नल (थॉमसन रॉयटर्स की सूची के अनुसार निर्धारित किए जाने वाले प्रभाव कारक) :

- प्रभाव कारक रहित संदर्भित जर्नल में प्रकाशित पत्र - 5 अंक
- 1 से कम प्रभाव कारक वाले पत्र - 10 अंक
- 1 और 2 के बीच प्रभाव कारक वाले पत्र - 15 अंक
- 2 और 5 के बीच प्रभाव कारक वाले पत्र - 20 अंक
- 5 और 10 के बीच प्रभाव कारक वाले पत्र - 25 अंक
- 10 से अधिक प्रभाव कारक वाले पत्र - 30 अंक

(क) दो लेखक . प्रत्येक लेखक हेतु प्रकाशन के कुल मान का 70 प्रतिशत

(ख) दो से अधिक लेखक : प्रथम /मूल/संवादी लेखक हेतु प्रकाशन के कुल मान का 70 प्रतिशत और प्रत्येक संयुक्त लेखकों हेतु प्रकाशन के कुल मान का 30 प्रतिशत

संयुक्त परियोजनाएं . मूल शोधकर्ता और सह- शोधकर्ता में से प्रत्येक को 50 प्रतिशत प्राप्त होगा

नोट :

- यदि संपादित पुस्तक अथवा कार्यवाहियों का भाग के रूप में पत्र प्रस्तुत किया जाता है तो इस पर एक बार ही दावा किया जा सकता है।
- शोध विद्यार्थियों के संयुक्त पर्यवेक्षण के लिए पर्यवेक्षक और सह पर्यवेक्षक हेतु सूत्र, कुल प्राप्तांक का 70 प्रतिशत होगा। पर्यवेक्षक और सह- पर्यवेक्षक दोनों में से प्रत्येक को 7 अंक मिलेंगे।
- * शिक्षक के शोध अंकों की गणना करने के प्रयोजनार्थ 5(ख), नीतिगत दस्तावेज और 6 की श्रेणियों से संयुक्त शोध अंक, आमंत्रित व्याख्याता /संसाधक /पत्र प्रस्तुतीकरण संबंधित शिक्षक के कुल शोध अंकों के लिए अधिकतम 30 प्रतिशत की ऊपरी सीमा होगी।
- शोध प्राप्तांक 6 श्रेणियों में से कम से कम तीन श्रेणियों से होंगे।

तालिका 3 क

विश्वविद्यालयों में सहायक आचार्यों के पद हेतु साक्षात्कार के लिए अभ्यर्थियों के चयन संबंधी मानदंड

क्रम संख्या	शैक्षणिक रिकॉर्ड	प्राप्तांक			
1	स्नातक	80 प्रतिशत और उससे अधिक=15	60 प्रतिशत से लेकर 80 प्रतिशत से कम= 13	55 प्रतिशत से लेकर 60 प्रतिशत से कम = 10	45 प्रतिशत से लेकर 55 प्रतिशत से कम =05
2	स्नातकोत्तर	80 प्रतिशत और उससे अधिक =25	60 प्रतिशत से लेकर 80 प्रतिशत से कम तक= 23	55 प्रतिशत लेकर (अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग के मामले में 50 प्रतिशत (असंपन्न वर्ग) / शारीरिक रूप से निश्चिन्त) से 60 प्रतिशत से कम = 20	
3	एमफिल	60 प्रतिशत और उससे अधिक = 07	55 प्रतिशत से लेकर 60 प्रतिशत से कम = 05		
4	पीएचडी	30			
5	नेट सहित जेआरएफ	07			
	नेट	05			
	एसएलईटी / एसईटी	03			
6	शोध प्रकाशन (सहकर्मी द्वारा संपीक्षित अथवा विश्वविद्यालय अनुदान आयोग द्वारा सूचीबद्ध जर्नल में प्रकाशित प्रत्येक शोध प्रकाशन हेतु 2 अंक)	10			
7	शिक्षण/ पोस्ट डॉक्टोरल अनुभव (प्रत्येक एक वर्ष के लिए 2 अंक) #	10			
8	पुरस्कार				
	अंतरराष्ट्रीय/ राष्ट्रीय स्तर (अंतरराष्ट्रीय संगठनों/ भारत सरकार/ भारत सरकार द्वारा मान्यता प्राप्त राष्ट्रीय स्तर के निकायों द्वारा दिए गए पुरस्कार)	03			
	राज्य स्तरीय (राज्य सरकार द्वारा दिए गए पुरस्कार)	02			

तथापि, यदि शिक्षण/ पोस्ट डॉक्टोरल अनुभव की अवधि एक वर्ष से कम है तो अंकों को अनुपातिक रूप से घटा दिया जाएगा।

नोट :

(क)

- i. एमफिल + पीएचडी अधिकतम - 30 अंक

ii. जेआरएफ/ नेट/ सेट अधिकतम - 07 अंक

iii. अवार्ड की श्रेणी में अधिकतम - 03 अंक

(ख) साक्षात्कार के लिए बुलाए जाने वाले अभ्यर्थियों की संख्या संबंधित विश्वविद्यालयों द्वारा निर्धारित की जाएगी।

(ग)

शैक्षणिक प्राप्तांक - 80

शोध प्रकाशन - 10

शिक्षण अनुभव - 10

कुल : 100

(घ) यह अंक संबंधित राज्यों के एसएलईटी/ सेट विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में नियुक्ति के लिए वैध होंगे।

तालिका 3 (ख)

महाविद्यालयों में सहायक आचार्य के पद हेतु साक्षात्कार के लिए अभ्यर्थियों के चयन संबंधी मानदंड

क्रम संख्या	शैक्षणिक रिकॉर्ड	प्राप्तांक
1	स्नातक	80 प्रतिशत और उससे अधिक = 21 60 प्रतिशत से अधिक और 80 प्रतिशत से कम = 19 55 प्रतिशत से अधिक और 60 प्रतिशत से कम = 16 45 प्रतिशत से अधिक और 55 प्रतिशत से कम = 10
2	स्नातकोत्तर	80 प्रतिशत और उससे अधिक = 25 60 प्रतिशत से अधिक और 80 प्रतिशत से कम = 23 55 प्रतिशत (अनुसूचित जाति, अनुसूचित जनजाति, अन्य पिछड़ा वर्ग (असंपन्न वर्ग)/ शारीरिक रूप से निशक्त अभ्यर्थियों के मामले में 50 प्रतिशत) से अधिक और 60 प्रतिशत से कम = 20
3	एमफिल	60 प्रतिशत और उससे अधिक = 07 55 प्रतिशत से अधिक और 60 प्रतिशत से कम = 05
4	पीएचडी	25
5	जेआरएफ सहित नेट	10
	नेट	08
	एसएलईटी/ सेट	05
6	शोध प्रकाशन (सहकर्मी द्वारा समीक्षित अथवा विश्वविद्यालय अनुदान आयोग द्वारा सूचीबद्ध जर्नल में प्रकाशित प्रत्येक शोध प्रकाशन हेतु 2 अंक)	06
7	शिक्षण/ पोस्ट डॉक्टोरल अनुभव (प्रत्येक एक वर्ष के लिए 2 अंक) #	10
8	पुरस्कार	
	अंतर्राष्ट्रीय/ राष्ट्रीय स्तर (अंतरराष्ट्रीय संगठनों/ भारत सरकार/ भारत सरकार द्वारा मान्यता प्राप्त राष्ट्रीय स्तर के निकायों द्वारा दिए गए पुरस्कार)	03
	राज्य स्तरीय (राज्य सरकार द्वारा दिए गए पुरस्कार)	02

तथापि यदि शिक्षण/ पोस्ट डॉक्टोरल अनुभव की अवधि एक वर्ष से कम है तो अंकों को अनुपातिक रूप से घटा दिया जाएगा।

नोट :

(क)

- i. एमफिल + पीएचडी अधिकतम — 25 अंक
 ii. जेआरएफ/ नेट/ सेट अधिकतम — 10 अंक
 iii. अवार्ड की श्रेणी में अधिकतम — 03 अंक

(ख) साक्षात्कार के लिए बुलाए जाने वाले अभ्यर्थियों की संख्या संबंधित विश्वविद्यालयों द्वारा निर्धारित की जाएगी।

(ग)

शैक्षणिक प्राप्तांक — 84

शोध प्रकाशन — 06

शिक्षण अनुभव — 10

कुल : 100

(घ) एसएलईटी/ सेट प्राप्तांक केवल संबंधित राज्यों के विश्वविद्यालयों/ महाविद्यालयों/ संस्थाओं में नियुक्ति के लिए वैध होंगे।

तालिका 4

पुस्तकाध्यक्ष हेतु आकलन मानदंड और पद्धति

क्रम संख्या	क्रियाकलाप	ग्रेडिंग मानदंड
1	पुस्तकालय में उपस्थित होने की नियमितता (उपस्थित होने के लिए अपेक्षित दिनों की कुल संख्या की तुलना में उपस्थित दिनों के प्रतिशत के संदर्भ में गणना) पुस्तकालय में उपस्थित होने के समय व्यक्ति से अन्य बातों के साथ-साथ निम्नलिखित कार्य करने की आशा की जाती है : <ul style="list-style-type: none"> पुस्तकालय संसाधनों और संगठन तथा पुस्तकों, जर्नलों और रिपोर्टों का रखरखाव पुस्तकालय पाठक सेवा जैसे शोधकर्ताओं से साहित्य प्राप्ति सेवाओं और रिपोर्ट के विश्लेषण का प्रावधान संस्थागत वेबसाइट को अद्यतन करने में सहायता 	90 प्रतिशत और उससे अधिक — अच्छा 90 प्रतिशत से कम लेकिन 80 प्रतिशत और उससे अधिक — संतोषजनक 80 प्रतिशत से कम — असंतोषजनक
2	पुस्तकालय कार्यकलाप से संबंधित अथवा विशिष्ट पुस्तक अथवा पुस्तकों की शैली के संबंध में संगोष्ठियों/ कार्यशालाओं का आयोजन	अच्छा — 1 राष्ट्रीय स्तर की संगोष्ठी/ कार्यशाला + 1 राज्य/ संस्था स्तर की कार्यशाला/ संगोष्ठी संतोषजनक — 1 राष्ट्रीय स्तर की संगोष्ठी/ कार्यशाला अथवा 1 राज्य स्तर की संगोष्ठी/ कार्यशाला + 1 संस्था स्तरीय संगोष्ठी/ कार्यशाला अथवा 4 संस्था स्तरीय संगोष्ठी/ कार्यशाला असंतोषजनक — उपर्युक्त दोनों श्रेणियों के अंतर्गत नहीं आने वाले
3	यदि पुस्तकालय में कंप्यूटरीकृत डॉटाबेस है तो अथवा यदि पुस्तकालय में कंप्यूटरीकृत डॉटाबेस नहीं है	अच्छा — कंप्यूटरीकृत डॉटाबेस में शतप्रतिशत वास्तविक पुस्तकें और जर्नल संतोषजनक — कंप्यूटरीकृत डॉटाबेस में कम से कम 99 प्रतिशत वास्तविक पुस्तकें और जर्नल असंतोषजनक — अच्छा अथवा संतोषजनक श्रेणी के अंतर्गत नहीं आने वाले अथवा अच्छा — अद्यतन किया गया 100 प्रतिशत कैटलॉग डॉटाबेस

		संतोषजनक - अद्यतन किया गया 90 प्रतिशत कैटलॉग डेटाबेस असंतोषजनक - कैटलॉग डेटाबेस का अद्यतन नहीं होना (सीएस संवर्धन समिति द्वारा औचक रूप से सत्यापित किया जाए)
4	वस्तुसूची और खोई हुई पुस्तकों की जांच करना	अच्छा - जांची गई वस्तुसूची और खोई हुई पुस्तकों 0.5 प्रतिशत से कम। संतोषजनक - जांची गई वस्तुसूची और खोई हुई पुस्तकों एक प्रतिशत से कम। असंतोषजनक - वस्तुसूची की जांच नहीं की गई हो अथवा जांची गई वस्तुसूची और खोई हुई पुस्तकों एक प्रतिशत अथवा उससे अधिक।
5	i. बिना कंप्यूटरीकृत डेटाबेस वाली संस्था में पुस्तकों के डेटाबेस का डिजिटलीकरण ii. पुस्तकालय नेटवर्क का संवर्धन iii. पुस्तकों और अन्य संसाधनों से संबंधित सूचनाओं का प्रसार करने के लिए प्रणाली की स्थापना। iv. दाखिले, परीक्षाओं और पाठ्येतर कार्यक्रमों के दौरान किए गए कार्यों सहित महाविद्यालय प्रशासन और अभिशासन संबंधी कार्यों में सहायता प्रदान करना। v. उपयोगकर्ताओं हेतु अल्पकालिक पाठ्यक्रम तैयार करना और उनका संचालन करना। vi. विश्वविद्यालय अनुदान आयोग द्वारा अनुमोदित जर्नल में कम से कम एक शोध पत्र का प्रकाशन करना।	अच्छा - किन्हीं दो कार्यक्रमों में शामिल होना। संतोषजनक - कम से कम एक कार्यक्रम में शामिल होना। असंतोषजनक - किसी भी कार्यक्रम में शामिल ना होना / नहीं किया जाना।
समग्र ग्रेडिंग	अच्छा : मद 1 में अच्छा और मद 4 सहित किन्हीं दो अन्य मदों में संतोषजनक/अच्छा संतोषजनक : मद 1 में संतोषजनक और मद 4 सहित किन्हीं दो मदों में संतोषजनक/अच्छा असंतोषजनक : यदि समग्र ग्रेडिंग में न तो अच्छा है और न ही संतोषजनक।	
<p>नोट :</p> <p>1 - पुस्तकालय कर्मचारियों की उपस्थिति की निगरानी करने और आकलन के मानदंड की गणना करने के लिए आईसीटी प्रौद्योगिकी का उपयोग करने की सिफारिश की जाती है।</p> <p>2 - पुस्तकाध्यक्ष को प्रकाशित पत्र, पुनश्चर्या अथवा प्रविधि पाठ्यक्रम में शामिल होने, संबंधित विभाग के विभागाध्यक्ष से सफलतापूर्वक शोध मार्गदर्शन करने, परियोजना पूर्ण करने संबंधी साक्ष्य को संबंधित विभाग को सौंपना होगा।</p> <p>3 - उपयोगकर्ताओं की शिकायतों की निगरानी करने की प्रणाली और जिस सीमा तक शिकायतों के समाधान किया गया उस संबंध में द्योरा भी सीएस प्रोन्नति समिति को उपलब्ध कराया जाए।</p>		

तालिका 5**शारीरिक शिक्षा और खेलकूद निदेशकों हेतु आकलन मानदंड और पद्धति**

क्रम संख्या	क्रियाकलाप	ग्रेडिंग मानदंड
1	उपस्थिति को जितने दिनों तक महाविद्यालय में उपस्थित हुए हैं की तुलना में जितने दिन उनसे उपस्थित रहने की आशा की जाती है के संदर्भ में प्रतिशत में परिकलन किया जाता है।	90 और उससे अधिक - अच्छा 80 से अधिक लेकिन 90 से कम - संतोषजनक 80 से कम - असंतोषजनक

2	अंतर्महाविद्यालयी प्रतिस्पर्धाओं का आयोजन	अच्छा — 5 से अधिक विधाओं में अंतर्महाविद्यालयी प्रतिस्पर्धाएं। संतोषजनक — 3 से 5 विधाओं में अंतर्महाविद्यालयी प्रतिस्पर्धाएं। असंतोषजनक — न ही अच्छा और न ही संतोषजनक
3	बाह्य प्रतिस्पर्धाओं में संस्थान की भागीदारी	अच्छा — कम से कम एक विधा में राष्ट्रीय स्तर की प्रतिस्पर्धा और कम से कम तीन विधाओं में राज्य / जिला स्तर की प्रतिस्पर्धा संतोषजनक — कम से कम एक विधा में राज्य स्तर की प्रतिस्पर्धा और कम से कम तीन विधाओं में जिला स्तरीय प्रतिस्पर्धा अथवा कम से कम 5 विधाओं में जिला स्तरीय प्रतिस्पर्धा असंतोषजनक — न तो अच्छा और न ही संतोषजनक
4	वैज्ञानिक और प्रौद्योगिकीय आगतों के साथ खेलकूद और शारीरिक प्रशिक्षण अवसंरचना का उन्नयन। खेलकूद के मैदानों और खेलकूद तथा शारीरिक शिक्षा सुविधाओं का विकास और रखरखाव।	अच्छा/ संतोषजनक/ असंतोषजनक का आकलन प्रोन्नति समिति द्वारा किया जाएगा।
5	i. संस्थान के कम से कम एक विद्यार्थी राष्ट्रीय / राज्य / विश्वविद्यालय की टीमों (केवल महाविद्यालय स्तरों के लिए) में भागीदारी करता है। राज्य / राष्ट्रीय / अंतर्विश्वविद्यालय / अंतर्महाविद्यालय स्तर की प्रतिस्पर्धाओं का आयोजन। ii. राज्य/ राष्ट्रीय स्तर पर अनुशिक्षण हेतु आमंत्रित किया जाना। iii. वर्ष में कम से कम तीन कार्यशालाओं का आयोजन iv. विश्वविद्यालय अनुदान आयोग द्वारा अनुमोदित जर्नल में कम से कम एक शोध पत्र का प्रकाशन। दाखिले, परीक्षाओं और पाठ्येतर कार्यक्रमों के दौरान किए गए कार्य सहित महाविद्यालय प्रशासन और अभिशासन संबंधी कार्य में सहायता।	अच्छा : किन्हीं दो कार्यक्रमों में शामिल होना। संतोषजनक : एक कार्यक्रम असंतोषजनक : किसी भी कार्यक्रम में शामिल ना होना / आरंभ नहीं किया जाना।
समग्र ग्रेडिंग :	अच्छा : मद 1 में अच्छा और किन्हीं अन्य दो मदों में संतोषजनक/ अच्छा संतोषजनक : मद 1 में संतोषजनक और किन्हीं अन्य दो मदों में संतोषजनक/ अच्छा असंतोषजनक : यदि समग्र ग्रेडिंग में न तो अच्छा है और न ही संतोषजनक।	
<p>नोट</p> <p>1- खेलकूद और शारीरिक शिक्षा के शिक्षकों की उपस्थिति की निगरानी करने और मूल्यांकन के मानदंड की गणना करने के लिए आईसीटी प्रौद्योगिकी का उपयोग करने की सिफारिश की जाती है।</p> <p>2- संस्थान को छात्रों से प्रतिक्रिया प्राप्त करनी चाहिए। इस प्रतिक्रिया को संबंधित शारीरिक शिक्षा और खेलकूद निदेशक तथा सीएस प्रोन्नति समिति के साथ भी साझा करना चाहिए।</p> <p>3- उपयोगकर्ताओं की शिकायतों की निगरानी करने की प्रणाली और किस सीमा तक शिकायतों का निवारण किया गया, इस संबंध में ब्योरा भी सीएस प्रोन्नति समिति को उपलब्ध कराया जाए।</p>		

UNIVERSITY GRANTS COMMISSION

NOTIFICATION

New Delhi, the 18th July, 2018

UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION, 2018

No. F.1-2/2017(EC/PS).—In exercise of the powers conferred under clause (e) and (g) of sub-section(I) of Section 26 read with Section 14 of the University Grants Commission Act, 1956 (3 of 1956), and in supersession of the “UGC Regulations on Minimum qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010” (Regulation No.F.3-1/2009 dated 30th June, 2010) together with all amendments made therein from time to time, the University Grants Commission, hereby, frames the following Regulations, namely:-

1. Short title, application and commencement:

- 1.1 These Regulations may be called the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.
- 1.2 These shall apply to every University established or incorporated by or under a Central Act, Provincial Act or a State Act, every Institution including a Constituent or an affiliated College recognized by the Commission, in consultation with the University concerned under Clause (i) of Section 2 of the University Grants Commission Act, 1956 and every Institution deemed to be a University under Section 3 of the said Act.
- 1.3 These shall come into force from the date of notification.
2. The Minimum Qualifications for appointment and other service conditions of University and College teachers, Librarians, and Directors of Physical Education and Sports as a measure for the maintenance of standards in higher education, shall be as provided in the Annexure to these Regulations.
3. If any University contravenes the provisions of these Regulations, the Commission after taking into consideration the cause, if any, shown by the University for such failure or contravention, may withhold from the University, the grants proposed to be made out of the Fund of the Commission.

UGC REGULATIONS ON MINIMUM QUALIFICATIONS FOR APPOINTMENT OF TEACHERS AND OTHER ACADEMIC STAFF IN UNIVERSITIES AND COLLEGES AND OTHER MEASURES FOR THE MAINTENANCE OF STANDARDS IN HIGHER EDUCATION, 2018**Minimum qualifications for the posts of Senior Professor, Professors and Teachers, and other Academic Staff in Universities and Colleges and revision of pay scales and other Service Conditions pertaining to such posts.****1.0 Coverage**

These Regulations are issued for minimum qualifications for appointment and other service conditions of University and College teachers and cadres of Librarians, Directors of Physical Education and Sports for maintenance of standards in higher education and revision of pay-scales.

- 1.1 For the purposes of direct recruitment to teaching posts in disciplines relating to university and collegiate education, interalia in the fields of health, medicine, special education, agriculture, veterinary and allied fields, technical education, teacher education, norms or standards laid down by authorities established by the relevant Act of Parliament under article 246 of the Constitution for the purpose of co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions, shall prevail
 - i. Provided that where no such norms and standards have been laid down by any regulatory authority, UGC Regulations herein shall be applicable till such time as any norms or standards are prescribed by the appropriate regulatory authority.
 - ii. Provided further that for appointment to the post of Assistant Professor and equivalent positions pertaining to disciplines in which the National Eligibility Test (NET), conducted by the University Grants Commission or Council of Scientific and Industrial Research as the case may be, or State level

Eligibility Test (SLET) or the State Eligibility Test (SET), conducted by bodies accredited by the UGC for the said purpose, qualifying in NET/SLET/SET shall be an additional requirement.

1.2 Every university or institution deemed to be University, as the case may be, shall as soon as may be, but not later than within six months of the coming into force of these Regulations, take effective steps for the amendment of the statutes, ordinances or other statutory provisions governing it, so as to bring the same in accordance with these Regulations.

2.0 Pay Scales, Pay Fixation, and Age of Superannuation

Pay scales as notified by the Government of India from time to time will be adopted by the University Grants Commission.

2.1 Subject to the availability of vacant positions and fitness, teachers such as Assistant Professor, Associate Professor, Professor and Senior Professor only, may be re-employed on contract appointment beyond the age of superannuation, as applicable to the concerned University, college and institution, up to the age of seventy years.

Provided further that all such re-employment shall be strictly in accordance with the guidelines prescribed by the UGC, from time to time.

2.2 The date of implementation of the revision of pay shall be 1st January, 2016.

3.0 Recruitment and Qualifications

3.1 The direct recruitment to the posts of Assistant Professor, Associate Professor and Professor in the Universities and Colleges, and Senior Professor in the Universities, shall be on the basis of merit through an all-India advertisement, followed by selection by a duly-constituted Selection Committee as per the provisions made under these Regulations. These provisions shall be incorporated in the Statutes/Ordinances of the university concerned. The composition of such a committee shall be as specified in these Regulations.

3.2 The minimum qualifications required for the post of Assistant Professor, Associate Professor, Professor, Senior Professor, Principal, Assistant Librarian, Deputy Librarian, Librarian, Assistant Director of Physical Education and Sports, Deputy Director of Physical Education and Sports and Director of Physical Education and Sports, shall be as specified by the UGC in these Regulations.

3.3

L The National Eligibility Test (NET) or an accredited test (State Level Eligibility Test SLET/SET) shall remain the minimum eligibility for appointment of Assistant Professor and equivalent positions wherever provided in these Regulations. Further, SLET/SET shall be valid as the minimum eligibility for direct recruitment to Universities/Colleges/Institutions in the respective state only.

Provided that candidates who have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulation, 2009, or the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil/Ph.D. Degree) Regulation, 2016, and their subsequent amendments from time to time, as the case may be, shall be exempted from the requirement of the minimum eligibility condition of NET/SLET/SET for recruitment and appointment of Assistant Professor or any equivalent position in any University, College or Institution.

Provided further that the award of degree to candidates registered for the M.Phil/Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws / Regulations of the Institutions awarding the degree. All such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfilment of the following conditions:

- a) The Ph.D. degree of the candidate has been awarded in regular mode only;
- b) The Ph.D. thesis has been awarded by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate has been conducted;
- d) The candidate has published two research papers from his/her Ph.D. work out of which at least one is in a refereed journal;
- e) The candidate has presented at least two papers, based on his/her Ph.D. work in conferences/seminars sponsored/funded/supported by the UGC/ ICSSR/CSIR or any similar agency.

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The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.

- II. The clearing of NET/SLET/SET shall not be required for candidates in such disciplines for which NET/SLET/SET has not been conducted.
- 3.4 A minimum of 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed) at the Master's level shall be the essential qualification for direct recruitment of teachers and other equivalent cadres at any level.
- I. A relaxation of 5% shall be allowed at the Bachelor's as well as at the Master's level for the candidates belonging to Scheduled Caste/Scheduled Tribe/Other Backward Classes (OBC)(Non-creamy Layer)/Differently-abled (a) Blindness and low vision; (b) Deaf and Hard of Hearing; (c) Locomotor disability including cerebral palsy, leprosy cured, dwarfism, acid-attack victims and muscular dystrophy; (d) Autism, intellectual disability, specific learning disability and mental illness; (e) Multiple disabilities from amongst persons under (a) to (d) including deaf-blindness) for the purpose of eligibility and assessing good academic record for direct recruitment. The eligibility marks of 55% marks (or an equivalent grade in a point scale wherever the grading system is followed) and the relaxation of 5% to the categories mentioned above are permissible, based only on the qualifying marks without including any grace mark procedure.
- 3.5. A relaxation of 5% shall be provided, (from 55% to 50% of the marks) to the Ph.D. Degree holders who have obtained their Master's Degree prior to 19 September, 1991.
- 3.6 A relevant grade which is regarded as equivalent of 55%, wherever the grading system is followed by a recognized university, at the Master's level shall also be considered valid.
- 3.7 The Ph.D. Degree shall be a mandatory qualification for appointment and promotion to the post of Professor.
- 3.8 The Ph.D. Degree shall be a mandatory qualification for appointment and promotion to the post of Associate Professor.
- 3.9 The Ph.D. Degree shall be a mandatory qualification for promotion to the post of Assistant Professor (Selection Grade/Academic Level 12) in Universities.
- 3.10 The Ph.D. Degree shall be a mandatory qualification for direct recruitment to the post of Assistant Professor in Universities with effect from 01.07.2021.
- 3.11 The time taken by candidates to acquire M.Phil. and / or Ph.D. Degree shall not be considered as teaching/ research experience to be claimed for appointment to the teaching positions. Further the period of active service spent on pursuing Research Degree simultaneously with teaching assignment without taking any kind of leave, shall be counted as teaching experience for the purpose of direct recruitment/ promotion. Regular faculty members upto twenty per cent of the total faculty strength (excluding faculty on medical / maternity leave) shall be allowed by their respective institutions to take study leave for pursuing Ph.D. degree.
- 3.12 **Qualifications:**
No person shall be appointed to the post of University and College teacher, Librarian or Director of Physical Education and Sports, in any university or in any of institutions including constituent or affiliated colleges recognised under clause (f) of Section 2 of the University Grants Commission Act, 1956 or in an institution deemed to be a University under Section 3 of the said Act if such person does not fulfil the requirements as to the qualifications for the appropriate post as provided in the Schedule I of these Regulations.
- 4.0 **Direct Recruitment**
- 4.1 **For the Disciplines of Arts, Commerce, Humanities, Education, Law, Social Sciences, Sciences, Languages, Library Science, Physical Education, and Journalism & Mass Communication.**
- I. **Assistant Professor:**
- Eligibility (A or B) :**
- A.
- i) A Master's degree with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) in a concerned/relevant/allied subject from an Indian University, or an equivalent degree from an accredited foreign university.

- ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR, or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be exempted from NET/SLET/SET :

Provided, the candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institution awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions subject to the fulfillment of the following conditions :-

- a) The Ph.D. degree of the candidate has been awarded in a regular mode;
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate has been conducted;
- d) The Candidate has published two research papers from his/her Ph.D. work, out of which at least one is in a refereed journal;
- e) The candidate has presented at least two papers based on his/her Ph.D. work in conferences/seminars sponsored/funded/supported by the UGC / ICSSR/ CSIR or any similar agency.

The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.

Note: NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET.

OR

- B. The Ph.D degree has been obtained from a foreign university/institution with a ranking among top 500 in the World University Ranking (at any time) by any one of the following: (i) Quacquarelli Symonds (QS) (ii) the Times Higher Education (THE) or (iii) the Academic Ranking of World Universities (ARWU) of the Shanghai Jiao Tong University (Shanghai).

Note: The Academic score as specified in Appendix II (Table 3A) for Universities, and Appendix II (Table 3B) for Colleges, shall be considered for short-listing of the candidates for interview only, and the selections shall be based only on the performance in the interview.

II. Associate Professor:

Eligibility:

- i) A good academic record, with a Ph.D. Degree in the concerned/allied/relevant disciplines.
- ii) A Master's Degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).
- iii) A minimum of eight years of experience of teaching and / or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institution/industry with a minimum of seven publications in the peer-reviewed or UGC-listed journals and a total research score of Seventy five (75) as per the criteria given in Appendix II, Table 2.

III. Professor:

Eligibility (A or B) :

A.

- i) An eminent scholar having a Ph.D. degree in the concerned/allied/relevant discipline, and published work of high quality, actively engaged in research with evidence of published work with, a minimum of 10 research publications in the peer-reviewed or UGC-listed journals and a total research score of 120 as per the criteria given in Appendix II, Table 2.

- ii) A minimum of ten years of teaching experience in university/college as Assistant Professor/Associate Professor/Professor, and / or research experience at equivalent level at the University/National Level Institutions with evidence of having successfully guided doctoral candidate.

OR

- B. An outstanding professional, having a Ph.D. degree in the relevant/allied/applied disciplines, from any academic institutions (not included in A above) / industry, who has made significant contribution to the knowledge in the concerned/allied/relevant discipline, supported by documentary evidence provided he/she has ten years' experience.

IV. Senior Professor in Universities

Up to 10 percent of the existing sanctioned strength of Professors in the university may be appointed as Senior Professor in the universities, through direct recruitment.

Eligibility:

- i) An eminent scholar with good track record of high-quality research publications in Peer-reviewed or UGC-listed journals, significant research contribution to the discipline, and engaged in research supervision.
- ii) A minimum of ten years of teaching/research experience as Professor or an equivalent grade in a University, College or an institute of national level.
- iii) The selection shall be based on academic achievements, favourable review from three eminent subject experts who are not less than the rank of Senior Professor or a Professor of at least ten years experience.
- iv) The selection shall be based on ten best publications in the Peer-reviewed or UGC-listed journals and award of Ph.D degrees to at least two candidates under his/her supervision during the last 10 years and interaction with the Selection Committee constituted as per the UGC Regulations.

V. College Principal and Professor (Professor's Grade)

A. — Eligibility: — — — — —

- (i) Ph.D. degree
- (ii) Professor/Associate Professor with a total service/ experience of at least fifteen years of teaching/research in Universities, Colleges and other institutions of higher education.
- (iii) A minimum of 10 research publications in peer-reviewed or UGC-listed journals.
- (iv) A minimum of 110 Research Score as per Appendix II, Table 2

B. Tenure

- i) A College Principal shall be appointed for a period of five years, extendable for another term of five years on the basis of performance assessment by a Committee appointed by the University, constituted as per these regulations.
- ii) After the completion of his/her term as Principal, the incumbent shall join back his/her parent organization with the designation as Professor and in the grade of the Professor.

VI. Vice Principal

An existing senior faculty member may be designated as Vice-Principal by the Governing Body of the College on the recommendation of the Principal, for a tenure of two years, who can be assigned specific activities, in addition to his/her existing responsibilities. During the absence of the Principal, for any reason, the Vice Principal shall exercise the powers of the Principal.

4.2. Music, Performing Arts, Visual Arts and Other Traditional Indian Art Forms like Sculpture, etc.

I. Assistant Professor:

Eligibility (A or B):

A.

- i) Master's Degree with 55% marks (or an equivalent grade in a point scale wherever grading system is followed) in the relevant subject or an equivalent degree from an Indian/foreign University.

- ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be.

Provided further, candidates registered for the Ph.D. programme prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws / Regulations of the Institutions awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges /Institutions subject to the fulfilment of the following conditions:

- a) Ph.D. degree has been awarded to the candidate in a regular mode
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate had been conducted;
- d) candidate has published two research papers from his/her Ph.D. work, out of which, at least one is in a refereed journal;
- e) The candidate has presented at least two research papers based on his/her Ph.D. work in conferences/seminars supported/funded/sponsored by the UGC/AICTE/ICSSR or any other similar agency.

Note 1: The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affair) of the University concerned.

Note 2: The clearance of NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC (like SLET/SET).

OR

- B. A traditional or a professional artist with highly commendable professional achievement in the subject concerned having a Bachelor's degree, who has:
- i) studied under a noted/reputed traditional Master(s)/Artist(s)
 - ii) Has been 'A' grade artist of AIR/Doordarshan;
 - iii) Has the ability to explain, with logical reasoning the subject concerned; and
 - iv) Has adequate knowledge to teach theory with illustrations in the discipline concerned.

II. Associate Professor :

Eligibility (A or B):

A.

- i) Good academic record, with a doctoral degree.
- ii) Performing ability of a high professional standard.
- iii) Eight year's experience of teaching in a University or College and / or of research in a University/national level institution, equal to that of Assistant Professor in a University/College.
- iv) Has made a significant contribution to knowledge in the subject concerned, as evidenced by quality publications

OR

- B. A traditional or a professional artist with highly-commendable professional achievement having Master's degree in the subject concerned, who has:

- i) been 'A'-grade artist of AIR/Doordarshan;
- ii) eight years' experience of outstanding performing achievement in the

- field of specialisation;
- iii) experience in designing of new courses and /or curricula;
- iv) participated in National level Seminars/Conferences/Concerts in reputed institutions' and
- v) ability to explain, with logical reasoning, the subject concerned and adequate knowledge to teach theory with illustrations in the said discipline.

III. Professor :**Eligibility (A or B):****A.**

- i) An eminent scholar having a doctoral degree
- ii) Have been actively engaged in research with at least ten years of experience in teaching in University/College and / or research at the University/National level institutions
- iii) Minimum of 6 research publications in the peer-reviewed or UGC-listed journals,
- iv) Has a total research score of 120, as per Appendix II, Table 2.

OR**B. A traditional or a professional artist, with highly-commendable professional achievement, in the subject concerned,**

- i) Having Masters degree, in the relevant subject
- ii) Has been 'A'-grade artist of AIR/Doordarshan
- iii) Has Ten years of outstanding performing achievements in the field of specialisation
- iv) Has made significant contributions in the field of specialisations and ability to guide research;
- v) Has participated in National/International Seminars/Conferences/ Workshops/Concerts and/ or recipient of National/International Awards/Fellowships;
- vi) Has the ability to explain with logical reasoning the subject concerned, and
- vii) Has adequate knowledge to teach theory with illustrations in the said discipline.

4.3 Drama Discipline:**I. Assistant Professor****Eligibility (A or B)****A.**

- i) Master's Degree with 55% marks (or an equivalent grade in a point scale wherever grading system is followed) in the relevant subject or an equivalent degree from an Indian/foreign University.
- ii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC or the CSIR or a similar test accredited by the UGC, like SLET/SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009, or 2016, and their amendments from time to time as the case may be.

Provided further, candidates registered for the Ph.D. programme, prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/Bye-laws/Regulations of the Institutions awarding the degree and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges/Institutions, subject to the fulfillment of the following conditions:-

- a) The Ph.D. degree of the candidate has been awarded in the regular mode;
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) An open Ph.D. viva voce of the candidate has been conducted;
- d) The candidate has published two research papers from his/her Ph.D. work out of which at least one must be in a refereed journal;
- e) The candidate has presented at least two research papers based on his/her Ph.D. work in conferences/seminars supported/funded/ sponsored by the UGC/CSIR/ICSSR or any other similar agency.

Note:

1. *The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.*
2. NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which the NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC, like SLET/SET.

OR

- B.** A traditional or a professional artist with highly commendable professional achievement in the concerned subject, who has:
- i) been a professional artist with three years' Bachelor degree/Post Graduate Diploma, with 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed), from the National School of Drama, or any other such Institution in India or abroad;
 - ii) five years of regular acclaimed performance at regional/ national/ international stage, supported by evidence; and
 - iii) the ability to explain, with logical reasoning, the subject concerned and adequate knowledge to teach theory with illustrations in the discipline concerned.

II. Associate Professor:

Eligibility (A or B) :

A.

- i) A good academic record, having a Ph.D degree with performing ability of high professional standard as certified by an Expert Committee constituted by the University concerned for the said purpose.
- ii) Eight years experience of teaching in a University/College and/ or research in a University/national-level institutions equal to that of Assistant Professor in a University/College.
- iii) A significant contribution to knowledge in the subject concerned, as evidenced by the quality publications.

OR

- B.** A traditional or a professional artist, having highly commendable professional achievement in the subject concerned, has a Master's degree, who has:
- i) Been recognised artist of Stage/ Radio/TV;
 - ii) Eight years of outstanding performance in the field of specialisation;
 - iii) Experience of designing new courses and /or curricula;
 - iv) Participated in Seminars/Conferences in reputed institutions; and
 - v) The ability to explain with logical reasoning the subject concerned and adequate knowledge to teach theory with illustrations in the said discipline.

III. Professor**Eligibility (A or B) :**

- A. An eminent scholar, having a doctoral degree, actively engaged in research with ten years of experience in teaching and /or research at a University/National-level institution, including experience of guiding research at the doctoral level, with outstanding performing achievement in the field of specialisation, with a minimum of 6 research publications in the peer-reviewed or UGC listed journals, and a total research score of 120, as per Appendix II, Table 2.

OR

- B. A traditional and a professional artist, having highly commendable professional achievement in the subject concerned, who has:

- i) Master's degree, in the relevant subject;
- ii) Ten years of outstanding performing achievements in the field of specialisation;
- iii) Made significant contribution in the field of specialisation
- iv) Guided research;
- v) Participated in National/International Seminars/Conferences/Workshops and/or recipient of National/International Awards/Fellowships;
- vi) Ability to explain with logical reasoning the subject concerned;
- vii) Adequate knowledge to teach theory, with illustrations in the said discipline.

4.4 Yoga Discipline**I. Assistant Professor :****Eligibility (A or B) :**

- A. Good academic record, with at least 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) at the Master's degree in Yoga or any other relevant subject, or an equivalent degree from an Indian/foreign University.

Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or a similar test accredited by the UGC like SLET/SET or who are or have been awarded a Ph. D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time.

OR

- B. A Master's degree in any discipline with at least 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed) and a Ph.D. Degree in Yoga* in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be.

*Note: Considering the paucity of teachers in the newly-emerging field of Yoga, this alternative has been provided and shall be valid only for five years from the date of notification of these Regulations

II. ASSOCIATE PROFESSOR

- i) A good academic record, with a Ph.D. degree in the subject concerned or in a relevant discipline.
- ii) A Master's degree with at least 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed).
- iii) A minimum of eight years' experience of teaching and/ or research in an academic/research position equivalent to that of Assistant Professor in a University, College or Accredited Research Institutions/Industry with evidence of published work and a minimum of 7 publications as books and / or research/policy papers in peer-reviewed or UGC listed journals and a total research score of at least Seventy five (75), as per the criteria given in Appendix II, Table 2.

III. PROFESSOR**Eligibility (A or B) :****A.**

- i) An eminent scholar with Ph. D. degree in the subject concerned or in an allied/relevant subject and published work of high quality, actively engaged in research with evidence of published work, with a minimum of 10 publications as books and/ or research/policy papers in the peer-reviewed or UGC listed journals and a total research score of at least 120 as per the criteria given in Appendix II, Table 2.
- ii) A minimum of ten years of teaching experience in a University/College and / or experience in research at the university/National level institution/Industries, with evidence of having successfully guided doctoral candidate.

Or

- B. An outstanding professional, with established reputation in the relevant field, who has made significant contribution to the knowledge in the concerned/allied/relevant discipline, to be substantiated by credentials.

4.5 QUALIFICATIONS, EXPERIENCE AND OTHER ELIGIBILITY REQUIREMENTS FOR APPOINTMENT OF OCCUPATIONAL THERAPY TEACHERS**I. ASSISTANT PROFESSOR:**

A Bachelor's Degree in Occupational Therapy (B.O.T./B. Th.O./B.O.Th.), Masters in Occupational Therapy (M.O.Th/M.Th.O./ M.Sc. O.T/M.O.T.), with at least 55% marks (or an equivalent grade in a point-scale wherever the grading system is followed), from a recognised University

II. ASSOCIATE PROFESSOR:

- i) Essential : A Master's Degree in Occupational Therapy (M.O.T./M.O.Th./M.Sc. O.T.), with eight years' experience as Assistant Professor.
- ii) Desirable: Higher Qualification, including a Ph. D. degree in any discipline of occupational therapy recognised by the UGC, and published work of high standard in peer-reviewed or UGC- listed journals.

III. PROFESSOR:

- i) Essential : Master's Degree in Occupational Therapy (M.O.T./ M.O.Th./M.Th.O./M.Sc. O.T.), with Ten years of total experience in Occupational Therapy.
- ii) Desirable: Higher Qualification, such as Ph.D. degree in any discipline of occupational therapy recognised by the UGC, and published work of high standard in peer- reviewed or UGC- listed journals.

IV. PRINCIPAL / DIRECTOR / DEAN:

Essential: Master's Degree in Occupational Therapy (M.O.T./M.Th.O./M.Oth./M.Sc. O.T.), with fifteen years' experience, which shall include five years' experience as Professor (Occupational Therapy).

Note:

- (i) The senior-most Professor in the institution shall be designated as the Principal / Director / Dean.
- (ii) Desirable: Higher qualification, like a Ph. D. degree in any discipline of occupational therapy recognized by the UGC and published work of high standard in peer reviewed or UGC listed journals.

4.6 QUALIFICATIONS, EXPERIENCE AND OTHER ELIGIBILITY REQUIREMENTS FOR APPOINTMENT OF PHYSIOTHERAPY TEACHERS**I. ASSISTANT PROFESSOR:**

Bachelor's Degree in Physiotherapy (B.P./I./B. Th./P./B.P.Th.), Master's Degree in Physiotherapy (M.&P.Th/M.Th.P./M.Sc. P.T/M.P.T.) with at least 55% marks (or an equivalent grade in a point scale wherever the grading system is followed) from a recognized University.

II. ASSOCIATE PROFESSOR:

- i) Essential: A Master's Degree in Physiotherapy (M.P.T./M.P.Th./M.Th.P./M.Sc. P.T.) with eight years' experience as Assistant Professor.

- ii) Desirable: Higher Qualification, such as Ph.D. degree in any discipline of Physiotherapy recognised by the U.G.C, and published work of high standard in peer-reviewed or UGC - listed journals.

III. PROFESSOR:

Essential: Master's Degree in Physiotherapy (M.P.T. / M.P.Th./M.Th.P./M.Sc. P.T.), with ten years experience.

Desirable:

- (i) Higher Qualification like Ph. D. in any subject of Physiotherapy recognised by U.G.C, and
(ii) Published work of high standard in peer -reviewed or UGC- listed journals.

IV. PRINCIPAL / DIRECTOR / DEAN:

Essential: Master's Degree in Physiotherapy (M.P.T./M.Th.P./M.Pth./M.Sc. P.T.) with fifteen years total experience, including five years experience as Professor (Physiotherapy).

Note:

- (i) Senior-most Professor shall be designated as the Principal / Director / Dean.
(ii) Desirable: Higher qualification like Ph.D. in any subject of Physiotherapy recognized by the UGC and published work of high standard in peer reviewed or UGC listed journals.

4.7 MINIMUM QUALIFICATIONS FOR DIRECT RECRUITMENT TO THE POSTS OF UNIVERSITY ASSISTANT LIBRARIAN / COLLEGE LIBRARIAN, UNIVERSITY DEPUTY LIBRARIAN AND UNIVERSITY LIBRARIAN

I. UNIVERSITY ASSISTANT LIBRARIAN / COLLEGE LIBRARIAN

- i) A Master's Degree in Library Science, Information Science or Documentation Science or an equivalent professional degree, with at least 55% marks (or an equivalent grade in a point -scale, wherever the grading system is followed)
- ii) A consistently good academic record, with knowledge of computerization of a library.
- iii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET) conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET or who are or have been awarded a Ph.D. Degree in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time as the case may be:

Provided that the, candidates registered for the Ph.D. degree prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances / Bye-laws / Regulations of the Institution awarding the degree, and such Ph.D. candidates shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges / Institutions subject to the fulfillment of the following conditions:-

- a) The Ph.D. degree of the candidate has been awarded in the regular mode
b) The Ph.D. thesis has been evaluated by at least two external examiners;
c) Open Ph.D. viva voce of the candidate has been conducted;
d) The candidate has published two research papers from his/her Ph.D. work out of which at least one is in a refereed journal;
e) The candidate has presented at least two papers based on his/her Ph.D work in conferences/seminars sponsored /funded/supported by the UGC/ICSSR/CSIR or any similar agency.

Note:

- (i) *The fulfilment of these conditions is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.*
- (ii) NET/SLET/SET shall also not be required for candidates in such Master's Programmes for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET.

II. UNIVERSITY DEPUTY LIBRARIAN

- i) A Master's Degree in library science/information science/documentation science, with at least 55% marks or an equivalent grade in a point -scale, wherever grading system is followed.
- ii) Eight years experience as an Assistant University Librarian/College Librarian.
- iii) Evidence of innovative library services including integration of ICT in library.
- iv) A Ph.D. Degree in library science/ Information science / Documentation Science/Archives and manuscript keeping/computerization of library.

III. UNIVERSITY LIBRARIAN

- i) A Master's Degree in Library Science/Information Science/Documentation Science with at least 55% marks or an equivalent grade in a point -scale wherever the grading system is followed.
- ii) At least ten years as a Librarian at any level in University Library or ten years of teaching as Assistant/Associate Professor in Library Science or ten years' experience as a College Librarian.
- iii) Evidence of innovative library services, including the integration of ICT in a library.
- iv) A Ph.D. Degree in library science/information science/documentation /archives and manuscript-keeping.

4.8 MINIMUM QUALIFICATIONS FOR THE POSTS OF ASSISTANT DIRECTORS OF PHYSICAL EDUCATION AND SPORTS, DEPUTY DIRECTOR OF PHYSICAL EDUCATION AND SPORTS AND DIRECTOR OF PHYSICAL EDUCATION AND SPORTS (DPES)**I. University Assistant Director of Physical Education and Sports / College Director of Physical Education and Sports****Eligibility (A or B) :****A.**

- i) A Master's Degree in Physical Education and Sports or Physical Education or Sports Science with 55% marks (or an equivalent grade in a point-scale, wherever the grading system is followed)
- ii) Record of having represented the university / college at the inter-university /inter-collegiate competitions or the State and/ or national championships.
- iii) Besides fulfilling the above qualifications, the candidate must have cleared the National Eligibility Test (NET), conducted by the UGC or CSIR, or a similar test accredited by the UGC, like SLET/SET, or who are or have been awarded a Ph.D. Degree in Physical Education or Physical Education and Sports or Sports Science, in accordance with the University Grants Commission (Minimum Standards and Procedure for Award of M.Phil./Ph.D. Degree) Regulations, 2009 or 2016 and their amendments from time to time, as the case may be:

Provided that, candidates registered for the Ph.D. degree prior to July 11, 2009, shall be governed by the provisions of the then existing Ordinances/ Bye-laws/Regulations of the Institutions awarding the degree and such Ph.D. degree holders shall be exempted from the requirement of NET/SLET/SET for recruitment and appointment of Assistant Professor or equivalent positions in Universities/Colleges / Institutions, subject to the fulfillment of the following conditions:-

- a) The Ph.D. degree of the candidate has been awarded in regular mode;
- b) The Ph.D. thesis has been evaluated by at least two external examiners;
- c) Open Ph.D. viva voce of the candidate has been conducted;
- d) The candidate has published two research papers from his/her Ph.D. work out of which at least one is in a refereed journal;
- e) The candidate has presented at least two research papers in conference/seminar, based on his/her Ph.D work.

Note: The fulfilment of these conditions (a) to (e) is to be certified by the Registrar or the Dean (Academic Affairs) of the University concerned.

- iv. NET/SLET/SET shall also not be required for such Masters Programmes in disciplines for which NET/SLET/SET is not conducted by the UGC, CSIR or similar test accredited by the UGC like SLET/SET.
- v. Passed the physical fitness test conducted in accordance with these Regulations.

OR

B. An Asian game or commonwealth games medal winner who has a degree at least at Post-Graduation level.

II. University Deputy Director of Physical Education and Sports

Eligibility (A or B) :

A.

- i) A Ph.D. in Physical Education or Physical Education and Sports or Sports Science. Candidates from outside the university system, in addition, shall also possess at least 55% marks (or an equivalent grade in a point scale wherever grading system is followed) at the Master's Degree level by the university concerned.
- ii) Eight years experience as University Assistant DPES/College DPES.
- iii) Evidence of organizing competitions and conducting coaching camps of at least two weeks duration.
- iv) Evidence of having produced good performance of teams/athletes for competitions like state/national/inter-university/combined university, etc.
- v) Passed the physical fitness test in accordance with these Regulations.

OR

B. An Olympic games/ world cup/ world Championship medal winner who has a degree at least at the Post-Graduation Level.

III. University Director of Physical Education and Sports

- i) A Ph.D. in Physical Education or Physical Education and Sports or Sports Science.
- ii) Experience of at least ten years in Physical Education and Sports as University Assistant/Deputy DPES or ten years as College DPES or teaching for ten years in Physical Education and Sports or Sports Science as Assistant/Associate Professor.
- iii) Evidence of organising competitions and coaching camps of at least two weeks' duration.
- iv) Evidence of having produced good performance of teams/athletes for competitions like state/national/inter-university/combined university, etc.

IV. Physical Fitness Test Norms

- (a) Subject to the provisions of these Regulations, all candidates who are required to undertake the physical fitness test are required to produce a medical certificate certifying that he/she is medically fit before undertaking such tests.
- (b) On the production of such certificate mentioned in sub-clause (a) above, the candidate would be required to undertake the physical fitness test in accordance with the following norms:

NORMS FOR MEN			
12 MINUTES RUN/WALK TEST			
Upto 30 Years	Upto 40 Years	Upto 45 Years	Upto 50 Years
1800 metres	1500 metres	1200 metres	800 metres

NORMS FOR WOMEN			
8 MINUTES RUN/WALK TEST			
Upto 30 Years	Upto 40 Years	Upto 45 Years	Upto 50 Years
1000 metres	800 metres	600 metres	400 metres

5.0 CONSTITUTION OF SELECTION COMMITTEES AND GUIDELINES ON SELECTION PROCEDURE:

5.1 Selection Committee Composition

I. Assistant Professor in the University:

- (a) The Selection Committee for the post of Assistant Professor in the University shall consist of the following persons :
- i) The Vice Chancellor or his/her nominee, who has at least ten years of experience as Professor, shall be the Chairperson of the Committee.
 - ii) An academician not below the rank of Professor to be nominated by the Visitor/Chancellor, wherever applicable.
 - iii) Three experts in the subject concerned nominated by the Vice Chancellor out of the panel of names approved by the relevant statutory body of the university concerned.
 - iv) Dean of the Faculty concerned, wherever applicable.
 - v) Head/Chairperson of the Department/School concerned.
 - vi) An academician representing SC/ST/OBC/Minority/Women/Differently-abled categories to be nominated by the Vice Chancellor, if any of the candidates from any of these categories is an applicant and if any of the above members of the selection committee does not belong to that category.
- (b) Four members, including two outside subject experts, shall constitute the quorum.

II. Associate Professor in the University

- (a) The Selection Committee for the post of Associate Professor in the University shall have the following composition:
- i) The Vice Chancellor or his/her nominee, who has at least ten years of experience as Professor, shall be the Chairperson of the Committee.
 - ii) An academician not below the rank of Professor to be nominated by the Visitor/Chancellor, wherever applicable.
 - iii) Three experts in the subject/field concerned nominated by the Vice-Chancellor, out of the panel of names approved by the relevant statutory body of the university.
 - iv) Dean of the faculty, wherever applicable.
 - v) Head/Chairperson of the Department/School.
 - vi) An academician representing SC/ST/OBC/ Minority / Women / Differently-abled categories, if any of candidates belonging to any of these categories is the applicant, to be nominated by the Vice Chancellor, if any of the above members of the selection committee does not belong to that category.
- (b) At least four members, including two outside subject experts, shall constitute the quorum

III. Professor in the University

- (a) The Selection Committee for the post of Professor in the University shall consist of the following persons :
- i) Vice-Chancellor who shall be the Chairperson of the Committee.
 - ii) An academician not below the rank of Professor to be nominated by the Visitor/Chancellor, wherever applicable.
 - iii) Three experts in the subject/field concerned to be nominated by the Vice-Chancellor out of the panel of names approved by the relevant statutory body of the university concerned.
 - iv) Dean of the faculty, wherever applicable.
 - v) Head/Chairperson of the Department/School.
 - vi) An academician belonging to the SC/ST/OBC/ Minority / Women / Differently-abled categories, if any of the candidates representing these categories is the applicant, to be nominated by the Vice-Chancellor, if any of the above members of the selection committee does not belong to that category.
- (b) At least four members, including two outside subject experts, shall constitute the quorum.

IV. Senior Professor

- (a) The Selection Committee for the post of Senior Professor in the University shall consist of the following persons:
- i) Vice Chancellor who shall be the Chairperson of the Committee.
 - ii) An academician not below the rank of Senior Professor/Professor with minimum ten years experience who is the nominee of the Visitor/Chancellor, wherever applicable.
 - iii) Three experts not below the rank of a Senior Professor/Professor with a minimum of ten years' experience in the subject/field concerned nominated by the Vice-Chancellor out of the panel of names approved by the relevant statutory body of the university.
 - iv) Dean (not below the rank of Senior Professor/Professor with minimum ten years experience) of the faculty, wherever applicable.
 - v) Head/Chairperson (not below the rank of Senior Professor/Professor with minimum ten years experience) or Senior-most Professor (not below the rank of Senior Professor/Professor, with a minimum of ten years' experience) of the Department/School.
 - vi) An academician (not below the rank of a Senior Professor/Professor with minimum ten years experience) representing SC/ST/OBC/ Minority / Women / Differently-abled categories, if any of candidates representing these categories is the applicant, to be nominated by the Vice Chancellor, if any of the above members of the selection committee do not belong to that category.
- (b) Four members, including two outside subject experts, shall constitute the quorum.

V. Assistant Professor in Colleges, including Private and Constituent Colleges:

- (a) The Selection Committee for the post of Assistant Professor in Colleges, including Private and constituent Colleges shall consist of the following persons:
- i) Chairperson of the Governing Body of the college or his/her nominee from amongst the members of the Governing body, who shall be the Chairperson of the Committee.
 - ii) The Principal of the College.
 - iii) Head of the Department/Teacher-in-charge of the subject concerned in the College.
 - iv) Two nominees of the Vice-Chancellor of the affiliating university, of whom one should be a subject-expert. In case of colleges notified/declared as a minority educational institution, two nominees of the Chairperson of the college from out of a panel of five names, preferably from the minority community, recommended by the Vice-Chancellor of the affiliating university, from the list of experts suggested by the relevant statutory body of the college, of whom one should be a subject-expert.

- v) Two subject-experts not connected with the college who shall be nominated by the Chairperson of the College governing body out of a panel of five names recommended by the Vice-Chancellor from the list of subject experts approved by the relevant statutory body of the university concerned. In case of colleges notified/declared as minority educational Institutions, two subject experts not connected with the University nominated by the Chairperson of the Governing Body of the College out of the panel of five names, preferably from the minority communities, recommended by the Vice-Chancellor from the list of subject experts approved by the relevant statutory body of the College.
- vi) An academician representing SC/ST/OBC/Minority/Women/Differently-abled categories, if any of candidates belonging to any of these categories is the applicant, to be nominated by the Vice-Chancellor, if any of the above members of the selection committee does not belong to that category.

(b) Five members, including two outside subject experts, shall constitute the quorum.

VI. Associate Professor in Colleges, including Private and Constituent Colleges

(a) The Selection Committee for the post of Associate Professor in Colleges including Private and Constituent Colleges, shall consist of the following persons:

- i) The Chairperson of the Governing Body or his/her nominee, from amongst the members of the Governing body, who shall be the Chairperson of the Selection Committee.
- ii) The Principal of the College.
- iii) The Head of the Department / Teacher-In charge of the concerned subject from the college.
- iv) Two University representatives nominated by the Vice-Chancellor, one of whom shall be the Dean of College Development Council or equivalent position in the University, and the other must be expert in the concerned subject. In case of Colleges notified/declared as minority educational institutions, two nominees of the Chairperson of the College from out of a panel of five names, preferably from minority communities, recommended by the Vice-Chancellor of the affiliating university from the list of experts suggested by the relevant statutory body of the college of whom one should be a subject expert.
- v) Two subject-experts not connected with the college to be nominated by the Chairperson of the governing body of the college out of a panel of five names recommended by the Vice Chancellor from the list of subject experts approved by the relevant statutory body of the university concerned. In case of colleges notified/declared as minority educational Institutions, two subject experts not connected with the University nominated by the Chairperson of the College Governing Body out of the panel of five names, preferably from minority communities, recommended by the Vice Chancellor from the list of subject experts approved by the relevant statutory body.
- vi) An academician belonging to the SC/ST/OBC/ Minority/Women/Differently-abled categories, if any of candidates belonging to these categories is the applicant, to be nominated by the Vice-Chancellor, if any of the above members of the selection committee does not belong to that category.

(b) The quorum for the meeting shall be five, including two subject experts.

VII. Professor in Colleges, including Private and Constituent Colleges

(a) The Selection Committee for the post of Professor in Colleges including Private and Constituent Colleges shall consist of the following persons:

- i) The Chairperson of the Governing Body or his/her nominee, from amongst the members of the Governing body, who shall be the Chairperson of the Selection Committee.
- ii) The Principal of the College.
- iii) The Head of the Department / Teacher-In charge of the concerned subject from the college not below the rank of Professor.
- iv) Two University representatives not below the rank of Professor nominated by the Vice-Chancellor, one of whom shall be the Dean of College Development Council or equivalent position in the University, and the other must be expert in the concerned subject. In case of Colleges notified/declared as minority

educational institutions, two nominees, not below the rank of Professor, of the Chairperson of the College from out of a panel of five names, preferably from minority communities, recommended by the Vice-Chancellor of the affiliating university from the list of experts suggested by the relevant statutory body of the college of whom one should be a subject expert.

- v) Two subject-experts not connected with the college to be nominated by the Chairperson of the governing body of the college out of a panel of five names recommended by the Vice Chancellor from the list of subject experts approved by the relevant statutory body of the university concerned. In case of colleges notified/declared as minority educational Institutions, two subject experts not connected with the University nominated by the Chairperson of the College Governing Body out of the panel of five names, preferably from minority communities, recommended by the Vice Chancellor from the list of subject experts approved by the relevant statutory body.
 - vi) An academician not below the rank of Professor belonging to the SC/ST/OBC/Minority/Women/Differently-abled categories, if any of candidates belonging to these categories is the applicant, to be nominated by the Vice-Chancellor, if any of the above members of the selection committee does not belong to that category.
- (b) The quorum for the meeting shall be five, including two subject experts.

VIII. College Principal and Professor

A. Selection Committee

- (a) The Selection Committee for the post of College Principal and Professor shall have the following composition:
- i) Chairperson of the Governing Body to be the Chairperson.
 - ii) Two members of the Governing Body of the college to be nominated by the Chairperson of whom one shall be an expert in academic administration.
 - iii) Two nominees of the Vice-Chancellor who shall be Higher Education experts in the subject/field concerned out of which at least one shall be a person not connected in any manner with the affiliating University. In case of Colleges notified/declared as minority educational institutions, one nominee of the Chairperson of the College from out of a panel of five names, preferably from minority communities, recommended by the Vice-Chancellor of the affiliating university of whom one should be a subject expert.
 - iv) Three Higher Education experts consisting of the Principal of a College, a Professor and an accomplished educationist not below the rank of a Professor (to be nominated by the Governing Body of the college out of a panel of six experts approved by the relevant statutory body of the university concerned).
 - v) An academician representing SC/ST/OBC/Minority/Women/Differently-abled categories, if any of candidates representing these categories is the applicant, to be nominated by the Vice-Chancellor, if any of the above members of the selection committee does not belong to that category.
 - vi) Two subject-experts not connected with the college to be nominated by the Chairperson of the governing body of the college out of a panel of five names recommended by the Vice Chancellor from the list of subject experts approved by the relevant statutory body of the university concerned. In case of colleges notified/declared as minority educational institutions, two subject experts not connected with the University nominated by the Chairperson of the College governing body out of the panel of five names, preferably from minority communities, recommended by the Vice Chancellor from the list of subject experts approved by the relevant statutory body.
- (b) Five members, including two experts, shall constitute the quorum.
- (c) All the selection procedures of the selection committee shall be completed on the day/last day of the selection committee meeting itself, wherein, minutes are recorded along with the scoring Proforma and recommendation made on the basis of merit with the list of selected and waitlisted candidates/Panel of names in order of merit, duly signed by all members of the selection committee.

- (d) The term of appointment of the College Principal shall be five years, with eligibility for reappointment for one more term only after an assessment by a Committee appointed by the University as per the composition given in sub-clause (B) of 5.1 (VIII).
- (e) After the completion of his/her term as Principal, the incumbent shall join back his/her parent organisation with the designation as Professor and in the grade of the Professor..

B. Committee for Assessment of College Principal and Professor for Second Term

The Committee for assessment to the post of College Principal for second term shall have the following composition:

- i) Nominee of the Vice-Chancellor of the affiliating University.
- ii) Nominee of the Chairman, University Grants Commission.

The nominees shall be nominated from the Principals of the Colleges with Excellence/College with Potential of Excellence/Autonomous College/NAAC Grade 'A' accredited colleges.

IX. Selection Committees for the posts of Directors, Deputy Directors, Assistant Directors of Physical Education and Sports, Librarians, Deputy Librarians and Assistant Librarians shall be the same as that of Professor, Associate Professor and Assistant Professor, respectively, except that in Library and Physical Education and Sports or Sports Administration, respectively, practicing Librarian/Director Physical Education and Sports, as the case may be, shall be associated with the Selection Committee as one of the subject experts.

X. The "Screening-cum-Evaluation Committee" for CAS promotion of Assistant Professors/equivalent cadres in Librarians/Physical Education and Sports from one level to the other higher level shall consist of:

A. For University teachers:

- i) The Vice-Chancellor or his/her nominee shall be the Chairperson of the Committee;
- ii) The Dean of the Faculty concerned;
- iii) The Head of the Department /Chairperson of the School; and
- iv) One subject expert in the subject concerned nominated by the Vice-Chancellor from the University panel of experts.

B. For College teachers:

- i) The Principal of the college;
- ii) Head /Teacher-Incharge of the department concerned from the college;
- iii) Two subject experts in the subject concerned nominated by the Vice-Chancellor from the university panel of experts;

C. For University Assistant Librarian:

- i) The Vice-Chancellor shall be the Chairperson of the Committee;
- ii) The Dean of the Faculty concerned;
- iii) The Librarian, University Library; and
- iv) One expert who is a working Librarian nominated by the Vice-Chancellor from the University panel of experts.

D. For College Assistant Librarian:

- i) The Principal shall be the Chairperson of the Committee;
- ii) The Librarian, University Library; and
- iii) Two experts who are working Librarians nominated by the Vice-Chancellor from the University panel of experts.

E. For University Assistant Director, Physical Education and Sports:

- i) The Vice-Chancellor shall be the Chairperson of the Committee;

- ii) The Dean of the Faculty concerned;
- iii) The University Director, Physical Education and Sports; and
- iv) One expert in Physical Education and Sports Administration from University system nominated by the Vice-Chancellor from the University panel of experts.

F. For College Director, Physical Education and Sports:

- i) The Principal shall be the Chairperson of the Committee;
- ii) The University Director, Physical Education and Sports; and
- iii) Two experts in Physical Education and Sports Administration from University system nominated by the Vice-Chancellor from the University panel of experts.

Note: The quorum for these committees in all categories shall be three which will include one subject expert/ university nominee.

5.2. The Screening-cum-Evaluation Committee on verification/evaluation of grades secured by the candidate through the Assessment Criteria and Methodology Proforma designed by the respective university based on these Regulations and as per the minimum requirement specified:

- (a) In Appendix II, Table 1 for each of the cadre of Assistant Professor;
- (b) In Appendix II, Table 4 for each of the cadre of Librarian; and
- (c) In Appendix II, Table 5 for each of the cadre of Physical Education and Sports

shall recommend to the Syndicate/ Executive Council /Board of Management of the University/College about the suitability for the promotion of the candidate(s) under CAS for implementation.

5.3 The selection process shall be completed on the day/last day of the selection committee meeting, wherein the minutes are recorded and recommendation made on the basis of the performance of the interview are duly signed by all members of the selection committee.

5.4 For all Selection Committees specified in these Regulations, Head of Department / Teacher-Incharge should be either in the same or higher rank/ position than the rank/position for which the interview is to be held.

6.0 SELECTION PROCEDURE:

I. The overall selection procedure shall incorporate transparent, objective and credible methodology of analysis of the merits and credentials of the applicants based on the weightage given to the performance of the candidate in different relevant parameters and his/her performance on a grading system proforma, based on Appendix II, Tables 1, 2, 3A, 3B, 4, and 5.

In order to make the system more credible, universities may assess the ability for teaching and / or research aptitude through a seminar or lecture in a classroom situation or discussion on the capacity to use the latest technology in teaching and research at the interview stage. These procedures can be followed for both the direct recruitment and the CAS promotions, wherever selection committees are prescribed in these Regulations.

II. The universities shall adopt these Regulations for selection committees and selection procedure through their respective statutory bodies incorporating Appendix II, Table 1, 2, 3A, 3B, 4, and 5 at the institutional level for University Departments, and their Constituent colleges/ affiliated colleges (Government/Government-aided/Autonomous/ Private Colleges) to be followed transparently in all the selection processes. The universities may devise their own self-assessment-cum-performance appraisal forms for teachers in strict adherence to the Appendix II, Table 1, 2, 3A, 3B, 4, and 5 specified in these Regulations.

III. In all the Selection Committees of direct recruitment of teachers and other academic staff in universities and colleges provided herein, an academician belonging to the Scheduled Caste/Scheduled Tribe/OBC/Minority/Women/Differently-abled categories, if any of candidates belonging to these categories is the applicant and if any of the members of the selection committee does not belong to that category, shall be nominated by the Vice-Chancellor of the University, and in case of a College, Vice-Chancellor of the University to which the college is affiliated to. The academician, so nominated for this purpose, shall be one level above the cadre level of the applicant, and such nominee shall ensure that the norms of the Central Government or concerned State Government, in relation to the categories mentioned above, are strictly followed during the selection process.

- IV. The process of selection of a Professor shall involve the inviting of the application developed by the respective university, based on the Assessment Criteria and Methodology guidelines set out in these Regulations in Appendix II, Table 1 and 2 and reprints of all significant publications of the candidates.

Provided that the publications submitted by the candidate shall have been published during the qualifying period.

Provided further that such publications shall be made available to the subject experts for assessment before holding the interview. The evaluation of the publications by the experts shall be taken into consideration while finalizing the outcome of selection.

- V. In the case of selection of faculty members who are from outside the academic field and are considered under Clause 4.1 (III.B), 4.2 (I.B, II.B, III.B), 4.3 (I.B, II.B, III.B) and 4.4 (III.B) of these Regulations, the university's statutory bodies must lay down clear and transparent criteria and procedure so that only outstanding professionals who can contribute substantially to the university knowledge system are selected.

- VI. In the selection process for the posts involving different nature of responsibilities in certain disciplines/areas, such as Music and Fine Arts, Visual Arts and Performing Arts, Physical Education and Sports, and Library, greater emphasis may be laid on the nature of deliverables indicated against each of the posts in these Regulations which need to be taken up by the institution while developing the Proforma for both the direct recruitment and the CAS promotion.

- VII. The Internal Quality Assurance Cell (IQAC) shall be established in all Universities/Colleges as per the UGC/ National Assessment Accreditation Council (NAAC) guidelines with the Vice-Chancellor, as Chairperson (in the case of Universities), and Principal, as Chairperson (in case of Colleges). The IQAC shall act as the documentation and record-keeping Cell for the institution, including assistance in the development of Assessment Criteria and Methodology Proforma based on these Regulations. The IQAC may also introduce, wherever feasible, the student feedback system as per the NAAC guidelines on institutional parameters without incorporating the component of the students' assessment of individual teachers in the Assessment Criteria and Methodology Proforma.

- A. The Assessment of the performance of College and University teachers for the CAS promotion is based on the following criteria:

- i. **Teaching-Learning and Evaluation:** The commitment to teaching based on observable indicators such as being regular to class, punctuality to class, remedial teaching and clarifying doubts within and outside the class hours, counselling and mentoring, additional teaching to support the college/university as and when the need arises, etc. Examination and evaluation activities like performing of examination supervision duties, question-papers setting for university/college examinations, participation in the evaluation of examination answer scripts, conducting examinations for internal assessment as per the schedule to be announced by the institution at the beginning of each Academic Session and returning and discussing the answers in the class.
- ii. **Personal Development Related to Teaching and Research Activities:** Attending orientation/refreshers/methodology courses, development of e-content and MOOC's, organising seminar/conference/workshop/presentation of papers and chairing of sessions/guiding and carrying out research projects and publishing the research output in national and international journals etc.
- iii. **Administrative Support and Participation in Students' Co-curricular and Extra-curricular Activities.**

B. Assessment Process

The following three-step process is recommended for carrying out assessment for promotion under the CAS at all levels:

Step 1: The college/university teachers shall submit to college/university an annual self-appraisal report in the prescribed Proforma to be designed based on Tables 1 to 5 of Appendix II. The report should be submitted at the end of every academic year, within the stipulated time. The teacher will provide documentary evidence for the claims made in the annual self-appraisal report, which is to be verified by the HOD/Teacher-in-charge etc. The submission should be through the Head of the Department (HOD)/teacher-in-charge.

Step 2: After completion of the required years of experience for promotion under CAS and fulfilment of other requirements indicated below, the teacher shall submit an application for promotion under CAS.

Step 3: A CAS Promotion shall be granted as mentioned in Clause 6.4 of these Regulations.

6.1 Assessment Criteria and Methodology:

(a) Tables 1 to 3 of Appendix II are applicable to the selection of Assistant Professors/ Associate Professors/ Professors/Senior Professor in Universities and Colleges;

(b) Table 4 of Appendix II is applicable to Assistant Librarians/ College Librarians and Deputy Librarians for promotion under Career Advancement Scheme; and

(c) Table 5 of Appendix II is applicable to Assistant Directors/ College Director of Physical Education sports and Deputy Directors/Directors of Physical Education and Sports for promotions under Career Advancement Scheme

6.2 The constitution of the Selection Committees and Selection Procedure as well as the Assessment Criteria and Methodology for the above cadres, either through direct recruitment or through Career Advancement Scheme, shall be in accordance with these Regulations.

6.3 The criteria for promotions under Career Advancement Scheme laid down under these Regulations shall be effective from the date of notification of these Regulations. However, to avoid hardship to those faculty members who have already qualified or are likely to qualify shortly under the existing regulations, a choice may be given to them, for being considered for promotions under the existing Regulations. This option can be exercised only within three years from the date of notification of these Regulations.

I. A teacher who wishes to be considered for promotion under the CAS may submit in writing to the university/college, within three months in advance of the due date, that he/she fulfils all the requirements under the CAS and submit to the university/college the Assessment Criteria and Methodology Proforma as evolved by the university concerned supported by all credentials as per the Assessment Criteria and Methodology guidelines set out in these Regulations. In order to avoid any delay in holding the Selection Committee meetings for various positions under the CAS, the University/College may initiate the process of screening/selection, and complete the process within six months from the receipt of application. Further, in order to avoid any hardship, the candidates who fulfil all other criteria mentioned in these Regulations, as on and till the date on which these regulations are notified, can be considered for promotion from the date, on or after the date, on which they fulfil these eligibility conditions.

II. The Selection Committee specifications as contained in Clauses 5.1 to 5.4 shall be applicable to all direct recruitments of faculty positions and equivalent cadres and Career Advancement promotions from Assistant Professor to Associate Professor, from Associate Professor to Professor, Professor to Senior Professor (in University) and for equivalent cadres.

III. The CAS promotion from a lower stage to a higher stage of Assistant Professor shall be conducted through a "Screening-cum-Evaluation Committee", following the criteria laid down in Table I of Appendix II.

IV. The promotion under the CAS being a personal promotion to a teacher holding a substantive sanctioned post, on his/her superannuation, the said post shall revert back to its original cadre.

V. For the promotion under the CAS, the applicant teacher must be on the role and in active service of the University/College on the date of consideration by the Selection Committee.

VI. The candidate shall offer himself/herself for assessment for promotion, if he/she fulfils the minimum grading specified in the relevant Assessment Criteria and Methodology Tables, by submitting an application and the required Assessment Criteria and Methodology Proforma. He/she can do so three months before the due date. The university shall send a general circular twice a year, inviting applications for the CAS promotions from the eligible candidates.

i) If a candidate applies for promotion on completion of the minimum eligibility period and is successful, the date of promotion shall be from that of minimum period of eligibility.

ii) If, however, the candidate finds that he/she would fulfil the CAS promotion criteria, as defined in Tables 1, 2, 4, and 5 of Appendix II at a later date and applies on that date and is successful, his/her promotion shall be effected from that date of the candidate fulfilling the eligibility criteria.

iii) The candidate who does not succeed in the first assessment, he/she shall have to be re-assessed only after one year. When such a candidate succeeds in the eventual assessment, his/her promotion shall be deemed to be one year from the date of rejection.

VII. Regarding the cases pending for promotions from one Academic Level/Grade Pay to another Academic Level/Grade Pay under the Career Advancement Scheme provided under the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and its subsequent amendments, the teachers shall be given the option to be considered for the promotion from one Academic Level/Grade Pay to another Academic Level/Grade Pay as per the following:

(a) The teachers shall be considered for promotion from one Academic Level/Grade Pay to another as per the CAS under these Regulations.

OR

(b) The faculty members shall be considered for the promotion from one Academic Level/Grade Pay to another as per the CAS provided under the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and its amendments with relaxation in the requirements of Academic Performance Indicators (API) based Performance Based Appraisal System (PBAS) upto the date of notification of these Regulations.

The relaxation in the requirements of Academic Performance Indicators (API) based Performance Based Appraisal System (PBAS) upto the date of notification of these Regulations for the promotion from one Academic Level/Grade Pay to another under CAS as provided in UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and its amendments, is defined as under :

i. Exemption from scoring under Category I, as defined in Appendix III of said above mentioned UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 and its amendments including University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education) (4th Amendment), Regulations, 2016, for faculty and other equivalent cadre positions.

ii. Scoring in Category II and Category III for faculty and other equivalent cadre positions shall be as provided for in the UGC Regulations on Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Measures for the Maintenance of Standards in Higher Education 2010 with the following combined minimum API score requirement for Category II and Category III taken together, as mentioned below.

Note: There shall be no minimum API score requirement for Category II and Category III individually.

TABLE-A

(Minimum API requirement for the promotion of teachers under CAS in university departments)

S.No.		Assistant Professor (Stage 1/ AGP Rs.6000/- to Stage 2/AGP Rs.7000/-)	Assistant Professor (Stage 2/ AGP Rs.7000/- to Stage 3/AGP Rs.8000/-)	Assistant Professor (Stage 3/ AGP Rs.8000/- to Associate Professor (Stage 4/AGP Rs.9000/-)	Associate Professor (Stage 4/ AGP Rs.9000/- to Professor (Stage 5/AGP Rs.10000/-)
1	Research and Academic contribution (Category III)	40/assessment period	100/assessment period	90/assessment period	120/assessment period
2	Expert assessment system	Screening Committee	Screening Committee	Selection Committee	Selection Committee

Table-B

(Minimum API requirement for the promotion of teachers under CAS in colleges (UG & PG))

S.No.		Assistant Professor (Stage 1/ AGP Rs.6000/- to Stage 2/AGP Rs.7000/-)	Assistant Professor (Stage 2/ AGP Rs.7000/- to Stage 3/AGP Rs.8000/-)	Assistant Professor (Stage 3/ AGP Rs.8000/-) to Associate Professor (Stage 4/AGP Rs.9000/-)	Associate Professor (Stage 4/ AGP Rs.9000/- to Professor (Stage 5/AGP Rs.10000/-)
1	Research and Academic contribution (Category III)	20/assessment period	50/assessment period	45/assessment period	60/assessment period
2	Expert assessment system	Screening Committee	Screening Committee	Selection Committee	Selection Committee

Table-C

(Minimum API requirement for the promotion of Library staff under CAS in Universities)

S.N		Assistant Librarian (Stage 1/ AGP Rs.6000/- to Stage 2/AGP Rs.7000/-)	Assistant Librarian (Stage 2/ AGP Rs.7000/- to Stage 3/AGP Rs.8000/-)	Assistant Librarian (Selection Grade/Deputy Librarian) (Stage 3/ AGP Rs.8000/-) to Deputy Librarian (Stage 4/AGP Rs.9000/-)	Deputy Librarian (Stage 4/AGP Rs. 9000/-) to Deputy Librarian (Stage 5 AGP Rs10,000/-)
1	Research and Academic contribution (Category III)	40/assessment period	100/assessment period	90/assessment period	120 per assessment period
2	Expert assessment system	Screening Committee	Screening Committee	Selection Committee	Selection committee

Table-D

(Minimum API requirement for the promotion of Library staff under CAS in Colleges)

S.No.		Assistant Librarian (Stage 1/ AGP Rs.6000/- to Stage 2/AGP Rs.7000/-)	Assistant Librarian (Stage 2/ AGP Rs.7000/- to Stage 3/AGP Rs.8000/-)	Assistant Librarian (Selection Grade/Deputy Librarian) (Stage 3/ AGP Rs.8000/-) to Deputy Librarian (Stage 4/AGP Rs.9000/-)
1	Research and Academic contribution (Category III)	20/assessment period	50/assessment period	45/assessment period
2	Expert assessment system	Screening Committee	Screening Committee	Selection Committee

Table-E

(Minimum API requirement for the promotion of University Director/Deputy Director/Assistant Director, Physical Education and Sports)

S.No.		Assistant Director (Stage 1/ AGP Rs.6000/- to Stage 2/AGP Rs.7000/-)	Assistant Director (Stage 2/ AGP Rs.7000/-) to Assistant Director (Selection Grade)/Deputy Director (Stage 3/AGP Rs.8000/-)	Assistant Director (Selection Grade)/Deputy Director (Stage 3/ AGP Rs.8000/-) to Deputy Director (Stage 4/AGP Rs.9000/-)	Deputy Director (Stage 4/AGP Rs. 9000/-) to Deputy Director (Stage 5 AGP Rs10,000/-)
1	Research and Academic contribution (Category III)	40/assessment period	100/assessment period	90/assessment period	120 per assessment period
2	Expert assessment system	Screening Committee	Screening Committee	Selection Committee	Selection committee

Table-F

(Minimum API requirement for the promotion of College Director, Physical Education and Sports)

S.No.		Assistant Director (Stage 1/ AGP Rs.6000/- to Stage 2/AGP Rs.7000/-)	Assistant Director (Stage 2/ AGP Rs.7000/-) to Assistant Director (Selection Grade)/Deputy Director (Stage 3/AGP Rs.8000/-)	Assistant Director (Selection Grade)/Deputy Director (Stage 3/ AGP Rs.8000/-) to Deputy Director (Stage 4/AGP Rs.9000/-)
1	Research and Academic contribution (Category III)	20/assessment period	50/assessment period	45/assessment period
2	Expert assessment system	Screening Committee	Screening Committee	Selection Committee

VIII. The requirement for Orientation course and Refresher course for promotions due under the CAS shall not be mandatory upto 31st December, 2018.

6.4 STAGES OF PROMOTION UNDER THE CAREER ADVANCEMENT SCHEME OF INCUMBENT AND NEWLY-APPOINTED ASSISTANT PROFESSORS/ASSOCIATE PROFESSORS/PROFESSORS

A. The entry-level Assistant Professors (Level 10) shall be eligible for promotion under the Career Advancement Scheme (CAS) through two successive levels (Level 11 and Level 12), provided they are assessed to fulfill the eligibility and performance criteria as laid down in Clause 6.3. of these Regulations.

B. Career Advancement Scheme (CAS) for Colleges teachers

I. Assistant Professor (Academic Level 10) to Assistant Professor (Senior Scale/Academic Level 11)

Eligibility: Assistant Professors who have completed four years of service and having a Ph.D. degree or five years of service and having a M.Phil. / PG Degree in Professional Courses, such as LLM, M.Tech., M.V.Sc., M.D., or six years of service for those without Ph.D./M.Phil/ PG Degree in Professional courses.

- i. Attended one Orientation course of 21 days' duration on teaching methodology; and
- ii. Any one of the following: Completed one Refresher / Research Methodology Course

OR

Any two of the following: Workshop, Syllabus Up-gradation Workshop, Training Teaching-Learning-Evaluation, Technology Programmes and Faculty Development Programmes of at least one week (5 days) duration,

OR

Completed one MOOCs course (with e-certification) or development of e-contents in four-quadrants / MOOC's course during the assessment period.

CAS Promotion Criteria:

A teacher shall be promoted if;

- i. He/she gets 'satisfactory' or 'good' grade in the annual performance assessment reports of at least three/four/five of the last four/five/six years of the assessment period as the case may be, as specified in Appendix II, Table 1, and;
- ii. The promotion is recommended by the screening-cum-evaluation committee.

II. Assistant Professor (Senior Scale/Academic Level 11) to Assistant Professor (Selection Grade/Academic Level 12)

Eligibility:

- 1) Assistant Professors who have completed five years of service in Academic Level 11/Senior Scale.
- 2) Any two of the following in the last five years of Academic Level-11/ Senior Scale: Completed courses/programmes from among the categories of Refresher Courses/Research Methodology course/Workshops/Syllabus Up Gradation Workshop/ Teaching-Learning-Evaluation/ Technology Programmes/ Faculty Development Programme/ Syllabus Up-gradation Workshop/ Teaching-Learning-Evaluation/ Technology Programmes/ Faculty Development Programmes of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration); or completed MOOCs course in the relevant subject (with e-certification); or Contribution towards development of e-content in 4-quadrant (at least one quadrant) minimum of 10 modules of a course/contribution towards development of at least 10 modules of MOOCs course/ contribution towards conducting of a MOOCs course during the period of assessment.

CAS Promotion Criteria:

A teacher shall be promoted if;

- i) The teacher gets 'satisfactory' or 'good' grade in the annual performance assessment reports of at least four of the last five years of the assessment period, (as prescribed in Appendix II, Table 1) and
- ii) The promotion is recommended by the Screening-cum-evaluation committee.

III. Assistant Professor (Selection Grade/Academic Level 12) to Associate Professor (Academic Level 13A)

Eligibility:

- 1) Assistant Professor who has completed three years of service in Academic Level 12/Selection-Grade.
- 2) A Ph.D. degree in subject relevant /allied/relevant discipline.
- 3) Any one of the following during the last three years: completed one course / programme from amongst the categories of Refresher Courses/ Methodology Workshop/Syllabus Up-gradation Workshop/ Teaching-Learning-Evaluation Technology Programme/ Faculty Development Programme of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration); or completed one MOOCs course (with e-certification); or contribution towards development of e-contents in 4-quadrant(at least one quadrant) minimum of 10 modules of a course/contribution towards development of at least 10 modules of MOOCs course/ contribution towards conduct of a MOOCs course during the period of assessment.

CAS Promotion Criteria:

A teacher may be promoted if;

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least two of the last three years of the assessment period as prescribed in Appendix II, Table 1, and
- ii) The promotion to the post of Associate Professor is recommended by the selection committee in accordance with these Regulations.

IV. Associate Professor (Academic Level 13A) to Professor (Academic Level 14)**Eligibility:**

1. Associate Professors who have completed three years of service in Academic Level 13A.
2. A Ph.D. degree in subject relevant/allied/relevant discipline.
3. A minimum of 10 research publications in peer-reviewed or UGC-listed journals out of which three research papers shall be published during the assessment period.
4. A minimum of 110 Research Score as per Appendix II, Table 2

CAS Promotion Criteria:

A teacher shall be promoted if;

- i) The teacher gets 'satisfactory' or 'good' grade in the annual performance assessment reports of at least two of the last three years of the assessment period, as per Appendix II, Table 1 and at least 110 research score as per Appendix II, Table 2.
- ii) The promotion to the post of Professor is recommended by selection committee constituted in accordance with these Regulations.

C. Career Advancement Scheme (CAS) for University teachers**I. Assistant Professor (Academic Level 10) to Assistant Professor (Senior Scale/Academic Level 11)****Eligibility:**

- i) An Assistant Professor who has completed four years of service with a Ph.D. degree or five years of service with a M.Phil. / PG Degree in Professional Courses, such as LLM, M.Tech, M.V.Sc. and M.D., or six years of service in case of those without a Ph.D./M.Phil./ PG Degree in a Professional course and satisfies the following conditions:
- ii) Attended one Orientation course of 21 days duration on teaching methodology;
- iii) Any one of the following: Completed Refresher/ Research Methodology Course/ Workshop/ Syllabus Up-gradation Workshop/ Training Teaching-Learning-Evaluation, Technology Programmes/ Faculty Development Programmes of at least one week (5 days) duration, or taken one MOOCs course (with e-certification) or development of e-contents in four-quadrants / MOOC's course during the assessment period; and
- iv) Published one research publication in the peer-reviewed journals or UGC-listed journals during assessment period.

CAS Promotion Criteria :

A teacher shall be promoted if;

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least three/four/five of the last four/five/six years of the assessment period as the case may be (as provided in Appendix II, Table 1), and;
- ii) The promotion is recommended by the screening-cum evaluation committee.

II. Assistant Professor (Senior Scale/Academic Level 11) to Assistant Professor (Selection Grade/Academic Level 12)**Eligibility:**

- i) Assistant Professors who has completed five years of service in Academic Level 11/Senior Scale.
- ii) A Ph.D. Degree in the subject relevant/allied/relevant discipline.
- iii) Has done any two of the following in the last five years of Academic Level 11/Senior Scale: Completed a course / programme from amongst the categories of Refresher Courses/Research Methodology/ Workshops/ Syllabus Up-gradation Workshop/ Teaching-Learning-Evaluation/ Technology Programmes / Faculty Development Programme of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten

days) duration), or, completed one MOOCs course in the relevant subject (with e-certification); or contribution towards the development of e-content in 4-quadrant (at least one quadrant) minimum of 10 modules of a course/contribution towards the development of at least 10 modules of MOOCs course/ contribution towards conduct of a MOOCs course during the period of assessment.

- iv) Published three research papers in the peer-reviewed journals or UGC-listed journals during assessment period.

CAS Promotion Criteria:

A teacher shall be promoted if;

- i) The teacher gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least four of the last five years of the assessment period, (as prescribed in Appendix II, Table 1) and;
- ii) The promotion is recommended by the Screening-cum-evaluation committee.

III. Assistant Professor (Selection Grade/Academic Level 12) to Associate Professor (Academic Level 13A)

- 1) Assistant Professor who has completed three years of service in Academic Level 12/ Selection grade.
- 2) A Ph.D Degree in the subject concerned/allied/relevant discipline.
- 3) Any one of the following during last three years: completed one course / programme from amongst the categories of Refresher Courses/ Research Methodology Workshops/Syllabus Up-gradation Workshop/ Teaching-Learning-Evaluation Technology Programme/ Faculty Development Programme of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration); or completed one MOOCs course (with e-certification); or contribution towards the development of e-content in 4-quadrant (at least one quadrant) minimum of 10 modules of a course/contribution towards development of at least 10 modules of MOOCs course/ contribution towards conduct of a MOOCs course during the period of assessment.
- 4) A minimum of seven publications in the peer-reviewed or UGC-listed journals out of which three research papers should have been published during the assessment period.
- 5) Evidence of having guided at least one Ph.D. candidate.

CAS Promotion Criteria:

A teacher shall be promoted if;

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least two of the last three years of the assessment period as specified in Appendix II, Table 1, and has a research score of at least 70 as per Appendix II, Table 2.
- ii) The promotion is recommended by a selection committee constituted in accordance with these Regulations.

IV. Associate Professor (Academic Level 13A) to Professor (Academic Level 14)

Eligibility:

- 1) An Associate Professor who has completed three years of service in Academic Level 13 A.
- 2) A Ph.D degree in the subject concerned/allied/relevant discipline.
- 3) A minimum of ten research publications in the peer- reviewed or UGC-listed journals out of which three research papers should have been published during the assessment period.
- 4) Evidence of having successfully guided doctoral candidate.
- 5) A minimum of 110 Research Score as per Appendix II, Table 2.

CAS Promotion Criteria:

A teacher shall be promoted if;

- i) He/she gets 'satisfactory' or 'good' grade in the annual performance assessment reports of at least two of the last three years of the assessment period, as per Appendix II, Table 1, and at least 110 research score, as per Appendix II, Table 2.
- ii) The promotion is recommended by a selection committee constituted in accordance with these Regulations.

V. Professor (Academic Level 14) to Senior Professor (Academic Level 15)

A Professor can be promoted to the post of Senior Professor under the CAS. The promotion shall be based on academic achievement, favourable review from three eminent subject experts who are not of the rank lower than the rank of a Senior Professor or a Professor having at least ten years' of experience. The selection shall be based on 10 best publications during the last 10 years and interaction with a Selection Committee constituted in accordance with these Regulations.

Eligibility:

- i) Ten years' experience as a Professor.
- ii) A minimum of ten publications in the peer-reviewed or UGC-listed journals and Ph.D. degree has been successfully awarded to two candidates under his/her supervision during the assessment period.

D. Career Advancement Scheme (CAS) for Librarians

Note:

- i) The following provisions apply only to those persons who are not involved in the teaching of Library Science. Teachers in institutions where Library Science is a teaching department shall be covered by the provisions given under sections 6A (B) and 6A (C), of these Regulations for Colleges/Institutions and for Universities, respectively.
- ii) The Deputy Librarian in Universities shall have two levels i.e. Academic Level 13A and Academic Level 14 while College Librarians shall have five levels i.e. Academic Level 10, Academic Level 11, Academic Level 12, Academic Level 13A and Academic Level 14.

I. From University Assistant Librarian (Academic level 10)/College Librarian (Academic level 10) to University Assistant Librarian (Senior Scale/Academic level 11)/College Librarian (Senior Scale/Academic level 11):

Eligibility:

An Assistant Librarian/ College Librarian who is in Academic Level 10 and has completed four years of service having a Ph.D. degree in Library Science/ Information Science/ Documentation Science or an equivalent degree or five years' of experience, having at least a M.Phil. degree, or six years of service for those without a M.Phil. or a Ph.D. degree.

- (i) He/she has attended at least one Orientation course of 21 days' duration; and
- (ii) Training, Seminar or Workshop on automation and digitalisation, maintenance and related activities, of at least 5 days, as per Appendix II, Table 4.

CAS Promotion Criteria:

An Assistant Librarian/College Librarian may be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least three/four/five out of the last four/five/six years of the assessment period as the case may be as specified in Appendix II, Table 4, and
- ii) The promotion is recommended by a screening-cum-evaluation committee.

II. From University Assistant Librarian (Senior Scale/Academic level 11)/College Librarian (Senior Scale/Academic level 11) to University Assistant Librarian (Selection Grade/ Academic level 12/ College Librarian (Selection Grade/Academic level 12)

Eligibility:

- 1) He/she has completed five years of service in that grade.
- 2) He/she has done any two of the following in the last five years: (i) Training/Seminar/Workshop/Course on automation and digitalization, (ii) Maintenance and other activities as per Appendix II, Table 4 of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration), (iii) Taken/developed one MOOCs course in the relevant subject (with e-certification), or (iv) Library up-gradation course.

CAS Promotion Criteria:

An individual shall be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least four out of the last five years of the assessment period, as specified in Appendix II, Table 4, and;
- ii) The promotion is recommended by a screening-cum-evaluation committee.

III. From University Assistant Librarian (Selection Grade/Academic level 12)/ College Librarian (Selection Grade/Academic level 12) to University Deputy Librarian (Academic Level 13A)/College Librarian (Academic Level 13A)

- 1) He/she has completed three years of service in that grade.
- 2) He/she has done any one of the following in the last three years: (i) Training/Seminar/Workshop/Course on automation and digitalization, (ii) Maintenance and related activities as per Appendix II, Table 4 of at least two weeks' (ten days) duration, (iii) Completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration, (iv) Taken/developed one MOOCs course in the relevant subject (with e-certification), and (v) Library up-gradation course.

CAS Promotion Criteria:

An individual shall be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least two out of the last three years of the assessment period, as specified in Appendix II, Table 4; and
- ii) The promotion is recommended by a Selection Committee constituted as per these Regulations on the basis of the interview performance.

IV. The criteria for CAS Promotions from University Deputy Librarian/College Librarians (Academic Level 13A) to University Deputy Librarian/College Librarians (Academic Level 14) shall be the following:

- 1) He/she has completed three years of service in that grade.
- 2) He/she has done any one of the following in the last three years: (i) Training/Seminar/Workshop/Course on automation and digitalization, (ii) Maintenance and related activities as per Appendix II, Table 4 of at least two weeks' (ten days) duration, (iii) Completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration, (iv) Taken/developed one MOOCs course in the relevant subject (with e-certification), and (v) Library up-gradation course.
- 3) Evidence of innovative library services, including the integration of ICT in a library.
- 4) A Ph.D. Degree in Library Science/Information Science/Documentation /archives and Manuscript-Keeping

CAS Promotion Criteria:

An individual shall be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least two out of the last three years of the assessment period, as specified in Appendix II, Table 4; and
- ii) The promotion is recommended by a Selection Committee constituted as per these Regulations on the basis of the interview performance.

E. Career Advancement Scheme (CAS) for Directors of Physical Education and Sports

Note:

- i) The following provisions apply only to those personnel who are not involved in teaching physical education and sports. Teachers in institutions where Physical Education and Sports is a teaching department shall be covered by the provisions given under sections 6.4 (B) and 6.4 (C), of these Regulations for Colleges/Institutions and for Universities, respectively.
- ii) The Deputy Director Physical Education and Sports in Universities shall have two levels i.e. Academic Level 13A and Academic Level 14 while College Director Physical Education and Sports shall have five levels i.e. Academic Level 10, Academic Level 11, Academic Level 12, Academic Level 13A and Academic Level 14.

I. From Assistant Director of Physical Education and Sports (Academic Level 10)/College Director of Physical Education and Sports (Academic Level 10) to Assistant Director of Physical Education and Sports (Senior Scale/Academic Level 11) / College Director of Physical Education and Sports (Senior Scale/Academic Level 11)

Eligibility:

- i) He/she has completed four years of service with a Ph.D. degree in Physical Education or Physical Education & Sports or Sports Science or five years of service with an M.Phil. degree or six years of service for those without an M.Phil or Ph.D. degree.
- ii) He/she has attended one Orientation course of 21 days' duration; and
- iii) He/she has done any one of the following: (a) Completed Refresher / Research Methodology Course/ workshop, (b) Training Teaching-Learning-Evaluation Technology Programme/ Faculty Development Programme of at least 5 days duration and (c) Taken/developed one MOOCs course (with e-certification).

CAS Promotion Criteria:

An individual may be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least three/four/five of the last four/five/six years of the assessment period as the case may be, as specified in Appendix II, Table 5; and
- ii) The promotion is recommended by a screening-cum-evaluation committee.

II. From Assistant Director of Physical Education and Sports (Senior Scale/Academic Level 11) / College Director of Physical Education And Sports (Senior Scale/Academic Level 11) to University Assistant Director of Physical Education and Sports (Selection Grade/Academic Level 12) / College Director of Physical Education and Sports (Selection Grade/Academic Level 12)

- 1) He/she has completed five years of service in that grade.
- 2) He/she has done any two of the following in the last five years: (i) Completed one course / programme from among the categories of refresher courses, research methodology workshops, (ii) Teaching-Learning-Evaluation Technology Programmes / Faculty Development Programmes of at least two weeks (ten days) duration, (iii) Completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration, and (iv) Taken/developed one MOOCs course in the relevant subject (with e-certification).

CAS Promotion Criteria:

An individual may be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade in the annual performance assessment reports of at least four out of the last five years' of the assessment period as specified in Appendix II, Table 5, and;
- ii) The promotion is recommended by a screening-cum-evaluation committee.

III. From University Assistant Director of Physical Education and Sports (Selection Grade/Academic Level 12) / College Director of Physical Education and Sports (Selection Grade/Academic Level 12) to University Deputy Director of Physical Education and Sports (Academic Level 13 A) / College Director of Physical Education and Sports (Academic Level 13A)

- 1) He/she has completed three years of service.
- 2) He/she has done any one of the following during last three years: (i) Completed one course / programme from among the categories of Refresher Courses, Research Methodology Workshop, (ii) Teaching-Learning-Evaluation Technology Programmes / Faculty Development Programmes of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration), (iii) Taken / developed one MOOCs course in relevant subject (with e-certification).

CAS Promotion Criteria:

An individual may be promoted if:

- i) He/she gets a 'satisfactory' or 'good' grade performance assessment reports of at least two out of the last three years of the assessment period as specified in Appendix II, Table 5, and;
- ii) The promotion is recommended by a selection committee constituted as per these Regulations on the basis of the interview performance.

IV. The criteria for CAS Promotions from University Deputy Director Physical Education and Sports/College Director Physical Education and Sports (Academic Level 13A) to University Deputy Director Physical Education and Sports/College Director Physical Education and Sports (Academic Level 14) shall be the following:

- 1) He/she has completed three years of service.
- 2) He/she has done any one of the following during last three years: (i) Completed one course / programme from among the categories of Refresher Courses, Research Methodology Workshop, (ii) Teaching-Learning-Evaluation Technology Programmes / Faculty Development Programmes of at least two weeks (ten days) duration (or completed two courses of at least one week (five days) duration in lieu of every single course/programme of at least two weeks (ten days) duration), (iii) Taken / developed one MOOCs course in relevant subject (with e-certification).
- 3) Evidence of organising competitions and coaching camps of at least two weeks' duration.
- 4) Evidence of having produced good performance of teams/athletes for competitions like state/national/inter-university/combined university, etc.
- 5) A Ph.D. in Physical Education or Physical Education and Sports or Sports Science.

CAS Promotion Criteria:

An individual may be promoted if;

- i) He/she gets a 'satisfactory' or 'good' grade performance assessment reports of at least two out of the last three years of the assessment period as specified in Appendix II, Table 5, and;
- ii) The promotion is recommended by a selection committee constituted as per these Regulations on the basis of the interview performance.

6.5. Discretionary award of advance increments for those who enter the profession as Associate Professor or Professor with higher merit, high number of research publications of high quality and experience at the appropriate level, shall be within the competence of the appropriate authority of the University concerned or recruiting institution based on the recommendations of a selection committee while considering the case of individual candidates in the context of the merits of each case, taking into account the pay structure of other teachers in the faculty and other merit-specific factors. Discretionary award of advance increments is not applicable to those entering the profession as Assistant Professor/Assistant Librarian/Assistant Director of Physical Education and Sports and to those who are entitled for grant of advance increments for having acquired a Ph. D., M. Phil. or M.Tech. and LL.M degree. However, those entering the service as Assistant Professor/Assistant Librarian/Assistant Director of Physical Education and Sports, having a post-doctoral teaching/research experience, after obtaining a Ph.D. degree and proven credentials, may be eligible for discretionary award of advanced increments to be given to the person, as decided and recorded by the Selection Committee in the minutes of its meeting.

7.0 SELECTION OF PRO-VICE CHANCELLOR / VICE - CHANCELLOR OF UNIVERSITIES:

7.1 PRO-VICE-CHANCELLOR:

The Pro-Vice-Chancellor shall be appointed by the Executive Council on the recommendation of the Vice-Chancellor.

7.2 It shall be the prerogative of the Vice-Chancellor to recommend a person to be the Pro-Vice-Chancellor to the Executive Council. The Pro-Vice-Chancellor shall hold office for a period, which is co-terminus with that of the Vice-Chancellor.

7.3. VICE CHANCELLOR:

- i. A person possessing the highest level of competence, integrity, morals and institutional commitment is to be appointed as Vice-Chancellor. The person to be appointed as a Vice-Chancellor should be a distinguished academician, with a minimum of ten years' of experience as Professor in a University or ten years' of experience in a reputed research and / or academic administrative organisation with proof of having demonstrated academic leadership.
- ii. The selection for the post of Vice-Chancellor should be through proper identification by a Panel of 3-5 persons by a Search-cum-Selection-Committee, through a public notification or nomination or a talent search process or a combination thereof. The members of such Search-cum-Selection Committee shall be

persons' of eminence in the sphere of higher education and shall not be connected in any manner with the University concerned or its colleges. While preparing the panel, the Search cum-Selection Committee shall give proper weightage to the academic excellence, exposure to the higher education system in the country and abroad, and adequate experience in academic and administrative governance, to be given in writing along with the panel to be submitted to the Visitor/Chancellor. One member of the Search cum-Selection Committee shall be nominated by the Chairman, University Grants Commission, for selection of Vice Chancellors of State, Private and Deemed to be Universities.

- iii. The Visitor/Chancellor shall appoint the Vice Chancellor out of the Panel of names recommended by the Search-cum-Selection Committee.
- iv. The term of office of the Vice-Chancellor shall form part of the service period of the incumbent making him/her eligible for all service related benefits.

8.0 DUTY LEAVE, STUDY LEAVE, SABBATICAL LEAVE

8.1 DUTY LEAVE:

- i. Duty leave upto 30 days in an academic year may be granted for the following purposes:
 - (a) Attending Orientation Programme, Refresher Course, Research Methodology Workshop, Faculty Induction Programme, Conference, Congresses, Symposia and Seminar, as a delegate nominated by the university or with the permission of the university/college;
 - (b) Delivering lectures in institutions and universities at the invitation of such institutions or universities received by the university, and accepted by the Vice-Chancellor/Principal of the College;
 - (c) Working in another Indian or foreign university, any other agency, institution or organisation, when so deputed by the university/College;
 - (d) Participating in a delegation or working on a committee appointed by the Central Government, State Government, the UGC, a sister university or any other similar academic body; and
 - (e) For performing any other duty assigned to him/her by the university/college.
- ii. The duration of leave should be such as may be considered necessary by the sanctioning authority on each occasion.
- iii. The leave may be granted on full pay, provided, that if the teacher receives a fellowship or honorarium or any other financial assistance beyond the amount needed for normal expenses, he/she may be sanctioned duty leave on reduced pay and allowances.
- iv. Duty leave may be combined with earned leave, half pay leave or extraordinary leave, or Casual leave.
- v. Duty leave should be given also for attending meetings in the UGC, DST, etc. where a teacher is invited to share his/her expertise with an academic body, government agency or NGO.

8.2 STUDY LEAVE:

- i. The scheme of Study Leave provides an opportunity to avall of scholarships/fellowships awarded to the faculty who wish to acquire new knowledge and to improve analytical skills. When a teacher is awarded a scholarship or stipend (by whatever nomenclature called), for pursuing further studies, leading to a Ph.D./Post-doctoral qualification or for undertaking a research project in a higher education institution abroad, the amount of the scholarship/fellowship shall not be linked to the recipient's pay/salary paid to him/her by his /her parent institution. The awardee shall be paid salary for the entire duration of fellowship/scholarship, provided, that he/she does not take up any other remunerative jobs, like teaching, in the host country.
- ii. A teacher on Study Leave shall not take up, during the period of that leave, any regular or part-time appointment under an organisation in India or abroad. He/she may, however, be allowed to accept a fellowship or a research scholarship or an ad-hoc teaching and research assignment with an honorarium or any other form of assistance, other than the regular employment in an institution either in India or abroad, provided, that the Executive Council/Syndicate of his/her parent institution may, if it so desires, sanction study leave on reduced pay and allowances to the extent of any receipt in this regard, in-lieu of teaching etc., which may be determined by his/her employer.

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- iii. The study leave shall be granted to an entry-level appointee as Assistant Professor/Assistant Librarian/Assistant Director of Physical Education and Sport/College DPE&S (other than as Associate Professor or Professor of a University/College/Institution, who is otherwise eligible for sabbatical leave) after a minimum of three years of continuous service, to pursue a special line of study or research directly related to his/her work in the University/College/Institution or to make a special study of the various aspects of University organisation and methods of education, giving full plan of the work.
- iv. The study leave shall be granted by the Executive Council/Syndicate on the recommendation of the Head of the Department concerned. The leave shall not be granted for more than three years in one spell, save in exceptional cases, in which the Executive Council/Syndicate is satisfied that such extension is unavoidable on academic grounds and necessary in the interest of the University/College/Institution.
- v. The study leave shall not be granted to a teacher who is due to retire within five years of the date on which he/she is expected to return to duty after the expiry of study leave.
- vi. The study leave shall be granted not more than twice during one's entire career. However, the maximum period of study leave admissible during the entire service shall not exceed five years.
- vii. The study leave may be granted more than once, provided, that not less than five years have elapsed after the teacher/returned to duty on completion of the earlier spell of study leave. For subsequent spell of study leave, the teacher shall indicate the work done during the period of earlier leave as also give details of work to be done during the proposed spell of study leave.
- viii. No teacher who has been granted study leave shall be permitted to alter substantially the course of study or the programme of research without the permission of the Executive Council/Syndicate, in the event the course of study falls short of study leave sanctioned, the teacher shall resume duty on the conclusion of the course of study unless the previous approval of the Executive Council/Syndicate to treat the period of short-fall as Extra-Ordinary leave has been obtained.
- ix. Subject to the maximum period of absence from duty, on leave not exceeding three years, the study leave may be combined with the earned leave, half-pay leave, extra-ordinary leave of vacation provided that the earned leave at the credit of the teacher shall be availed of at the discretion of the teacher. When the study leave is taken in continuation of vacation, the period of study leave shall be deemed to begin to run on the expiry of the vacation. A teacher, who is selected to a higher post during the study leave, shall be placed in that position and shall get the higher scale only after joining the post.
- x. The period of study leave shall count as service for purpose of the retirement benefits (pension/contributory provident fund), provided that the teacher rejoins the University/College/Institution on the expiry of his/her study leave, and serve the institution for the period for which the Bond has been executed.
- xi. The study leave granted to a teacher shall be deemed to have been cancelled in case it is not availed of within 12 months of its sanction, provided, that where the study leave granted has been so cancelled. The teacher may apply again for such leave.
- xii. A teacher availing himself/herself of the study leave, shall undertake that he/she shall serve the University/College/Institution for a continuous period of at least three years to be calculated from the date of his/her resuming duty on the expiry of the study leave.
- xiii. A teacher -
 - (a) who is unable to complete his/her studies within the period of study leave granted to him/her or
 - (b) who fails to rejoin the services of the University on the expiry of his/her study leave or
 - (c) who rejoins the service of the university but leaves the service without completing the prescribed period of service after rejoining the service or
 - (d) who, within the said period, is dismissed or removed from the service by the University shall be liable to refund, to the University/College/Institution, the amount of the leave salary and allowances and other expenses, incurred on the teacher or paid to him/her or on his/her behalf in connection with the course of study.

Explanation:

If a teacher asks for extension of the study leave and is not granted the extension but does not rejoin duty on the expiry of the leave originally sanctioned, he/she shall be deemed to have failed to rejoin the service on the expiry of his/her leave for the purpose of recovery of dues under these Regulations.

Notwithstanding the above provision, the Executive Council/Syndicate may order that nothing in these Regulations shall apply to a teacher who, within three years of return to duty from study leave is permitted to retire from service on medical grounds, provided further that the Executive Council/Syndicate may, in any other exceptional case, waive or reduce, for reasons to be recorded the amount refundable by a teacher under these Regulations.

- xiv. After the leave has been sanctioned, the teacher shall, before availing himself/herself of the leave, execute a bond in favour of the University/College/Institution, binding himself/herself for the due fulfillment of the conditions laid down in paragraph (x) to (xiii) above and give security of immovable property to the satisfaction of the Finance Officer/Treasurer or a fidelity bond of an insurance company or a guarantee by a scheduled bank or furnish security of two permanent teachers for the amount which might become refundable to the University/College/Institutions in accordance with paragraph (x) to (xiii) above.
- xv. The teacher on study leave shall submit to the Registrar/Principal of his/her parent University/College/Institution six-monthly reports of progress in his/her studies from his/her supervisor or the Head of the institution. Such report shall reach the Registrar/Principal within one month of the expiry of every six months of the period of the study leave. If the report does not reach the Registrar/Principal within the specified time, the payment of leave salary may be deferred till the receipt of such report.
- xvi. The teacher on leave shall submit a comprehensive report on the completion of the study leave period. A copy of the research document/monograph/academic paper produced during the period of the study leave shall be put in the public domain, preferably on the website of the University/College/Institution.
- xvii. With a view to enhancing the knowledge and skills of the faculty members, especially the junior faculty, at the level of Assistant Professor, the Heads of universities/Colleges/Institutions and their subordinate Departments are enjoined to be generous in the award of study leave in the interest of faculty improvement, thereby impacting the academic standards of the University/College/Institution in the long run.

8.3 Sabbatical Leave:

- i) The permanent, whole-time teachers of the university and colleges who have completed seven years' of service as a Reader/Associate Professor or a Professor may be granted sabbatical leave to undertake study or research or any other academic pursuit solely for the object of increasing their proficiency and usefulness to the university and higher education system. The duration of leave shall not exceed one year, at a time, and two years in the entire career of the teacher.
- ii) A teacher, who has availed himself/herself of study leave, would not be entitled to the sabbatical leave, until after the expiry of five years from the date of the teacher's return from previous study leave or any other kind of training programme of duration of one year or more.
- iii) A teacher shall, during the period of sabbatical leave, be paid full pay and allowances (subject to the prescribed conditions being fulfilled) at the rates applicable to him/her immediately prior to his/her proceeding on sabbatical leave.
- iv) A teacher on sabbatical leave shall not take up, during the period of that leave, any regular appointment under another organisation in India or abroad. He/she may, however, be allowed to accept a fellowship or a research scholarship or ad hoc teaching and research assignment with honorarium or any other form of assistance, other than the regular employment in an institution of advanced studies, provided that in such cases the Executive Council/Syndicate may, if it so desires, sanction the sabbatical leave on reduced pay and allowances.
- v) During the period of sabbatical leave, the teacher shall be allowed to draw the increment on the due date. The period of leave shall also count as service for purposes of pension/contributory provident fund, provided that the teacher rejoins the university on the expiry of his/her leave.

8.4 Other Kinds of Leave Rules for Permanent Teachers of the Universities / Colleges

The following kinds of leave would be admissible to permanent teachers:

- (i) Leave treated as duty, viz. casual leave, special casual leave, and duty leave;
 - (ii) Leave earned by duty, viz. earned leave, half-pay leave, and commuted leave;
 - (iii) Leave not earned by duty, viz. extraordinary leave; and leave not due;
 - (iv) Leave not debited to leave account
 - (v) Leave for academic pursuits, viz. study leave, sabbatical leave and academic leave;
 - (vi) Leave on grounds of health, viz., maternity leave and quarantine leave.
- (b) The Executive Council/Syndicate may grant, *in exceptional cases*, for the reasons to be recorded, any other kind of leave, subject to such terms and conditions as it may deem fit to impose.

I. Casual Leave

- (i) The total casual leave granted to a teacher shall not exceed eight days in an academic year.
- (ii) Casual leave cannot be combined with any other kind of leave except special casual leave. However, such casual leave may be combined with holidays including Sundays. Holidays or Sundays falling within the period of casual leave shall not be counted as casual leave.

II. Special Casual Leave

- (i) Special casual leave, not exceeding 10 days in an academic year, may be granted to a teacher:
 - (a) To conduct examination of a university/Public Service Commission/Board of Examination or any other similar body/institution; and
 - (b) To inspect academic institutions attached to a statutory board.
- (ii) In computing the 10 days' leave admissible, the days of actual journey, if any, to and from the places where activities specified above, take place, will be excluded.
- (iii) In addition, special casual leave to the extent mentioned below, may also be granted;
 - (a) To undergo sterilization operation (vasectomy or salpingectomy) under family welfare programme. Leave in this case shall be restricted to six working days; and
 - (b) To a female teacher who undergoes non-puerperal sterilization. Leave in this case shall be restricted to 14 days.
- (iv) The special casual leave shall not accumulate, nor can it be combined with any other kind of leave except the casual leave. It may be granted in combination with holidays or vacation by the sanctioning authority on each occasion.

III. Earned Leave

- (i) Earned leave admissible to a teacher shall be:
 - (a) 1/30th of the actual service, including vacation; *plus*
 - (b) 1/3rd of the period, if any, during which he/she is required to perform duty during the vacation.

For purposes of computation of the period of actual service, all periods' of leave except casual, special casual, and duty leave, shall be excluded.

- (ii) Earned leave at the credit of a teacher shall not accumulate beyond 300 days. The maximum period of earned leave that may be sanctioned at a time shall not exceed 60 days. Earned leave exceeding 60 days may, however, be sanctioned in the case of higher study, or training, or leave with medical certificate, or when the entire leave, or a portion thereof, is spent outside India.

For removal of doubt, it may be clarified :

1. When a teacher combines vacation with earned leave, the period of vacation shall be reckoned as leave in calculating the maximum amount of leave on average pay which may be included in the particular period of leave.

2. In case where only a portion of the leave is spent outside India, the grant of leave in excess of 120 days shall be subject to the condition that the portion of the leave spent in India shall not, in the aggregate, exceed 120 days.
3. Encashment of earned leave shall be allowed to members of the teaching staff as applicable to the employees of the Central Government or State Government.

IV. Half-pay Leave

Half-pay leave may be sanctioned for a period of 20 days to a permanent teacher for each completed year of service. Such leave may be granted on the basis of a medical certificate from a registered medical practitioner, for any private affairs or for any academic purpose.

Explanation:

A "completed year of service" means the continuous service of a specified duration under the university, and includes the periods of absence from duty as well as leave, including the extraordinary leave.

Note : Half-pay leave shall be combined with earned leave for calculating the number of earned leaves in case the number of earned leaves are less than 300 for purpose of encashment of leave at the time of superannuation as applicable to the employees of Government of India/State Government.

V. Commuted Leave

Commuted leave, not exceeding half the amount of half-pay leave due, may be granted to a permanent teacher on the basis of medical certificate from a registered medical practitioner subject to the following conditions:

- (i) Commuted leave during the entire service shall be limited to a maximum of 240 days;
- (ii) When commuted leave is granted, twice the amount of such leave shall be debited against the half-pay leave account; and
- (iii) The total duration of earned leave and commuted leave taken in conjunction shall not exceed 240 days, at a time;

Provided that no commuted leave shall be granted under these Regulations, unless the authority competent to sanction leave has reason to believe that the teacher would return to duty on its expiry.

VI. Extraordinary Leave

- (i) A permanent teacher may be granted extraordinary leave when:
 - (a) No other leave is admissible; or
 - (b) Other leave is admissible and the teacher applies in writing for the grant of extraordinary leave.
- (ii) The extraordinary leave shall always be without pay and allowances. It shall not count for an increment except in the following cases:
 - (a) Leave taken on the basis of medical certificates;
 - (b) Cases where the Vice-Chancellor/Principal is satisfied that the leave was taken due to causes beyond the control of the teacher, such as inability to join or rejoin duty due to civil commotion or a natural calamity, and the teacher has no other kind of leave to his credit;
 - (c) Leave taken for pursuing higher studies; and
 - (d) Leave granted to accept an invitation to a teaching post or fellowship or research-cum-teaching post or on assignment for technical or academic work of importance.
- (iii) Extraordinary leave may be combined with any other leave except the casual leave and special casual leave, provided that the total period of continuous absence from duty on leave (including periods of vacation when such vacation is taken in conjunction with leave) shall not exceed three years, except in cases where the leave is taken on medical certificate. The total period of absence from duty shall in no case, exceed five years in the entire service period of the individual.
- (iv) The authority empowered to grant leave may commute retrospectively the periods of absence without the leave into extraordinary leave.

VII. 'Leave Not Due'

- (i) 'Leave not due', may, at the discretion of the Vice-Chancellor/Principal, be granted to a permanent teacher for a period not exceeding 360 days during the entire period of service, out of which not more than 90 days at a time and 180 days, in all, may be otherwise than on a medical certificate. Such leave shall be debited against the half-pay leave earned by him/her subsequently.
- (ii) 'Leave not due' shall not be granted, unless the Vice-Chancellor/Principal is satisfied that as far as can reasonably be foreseen, the teacher will return to duty on the expiry of the leave and earn the leave granted.
- (iii) A teacher to whom 'leave not due' is granted shall not be permitted to tender his/her resignation from service so long as the debit balance in his/her leave account is not wiped off by active service, or he/she refunds the amount paid to him/her as pay and allowances for the period not so earned. In a case where retirement is unavoidable on account of reason of ill-health, incapacitating the teacher for further service, refund of leave salary for the period of leave yet to be earned may be waived by the Executive Council/College Governing Body.

Provided that the Executive Council/College Governing Body may waive off, in any other exceptional case, for reasons to be recorded in writing, the refund of leave salary for the period of leave yet to be earned.

VIII. Maternity Leave

- (i) Maternity leave on full pay may be granted to a woman teacher for a period not exceeding 180 days, to be availed of twice in the entire career. Maternity leave may also be granted in case of miscarriage, including abortion, subject to the condition that the total leave granted in respect of this to a woman teacher in her career is not more than 45 days, and the application for leave is supported by a medical certificate.
- (ii) Maternity leave may be combined with any earned leave, half-pay leave or extraordinary leave, but any leave applied for in continuation of the maternity leave may be granted if the request is supported by a medical certificate.

IX. Child-care Leave

Woman teachers having any minor child/children may be granted leave up to a period of two years for taking care of the minor child/children. The child-care leave for a maximum period of two years (730 days) may be granted to the woman teachers during entire service period in lines with the Central Government woman employees. In the cases, where the child-care leave is granted for more than 45 days, the University/College/Institution may appoint a part-time / guest substitute teacher with intimation to the UGC.

X. Paternity Leave

Paternity leave of 15 days may be granted to male teachers during the confinement of their wife, and such leave shall be granted only up to two children.

XI. Adoption leave

Adoption leave may be provided as per the rules of the Central Government.

XII. Surrogacy leave

Leave for Surrogacy shall be applicable as per the Rules, Regulations and Norms as laid down by the Government of India.

9. Research Promotion Grant

The UGC or the respective agency (Central/State Governments) may provide a start-up grant at the level of Rs. 3.0 lakhs in Social Sciences, Humanities and Languages and Rs. 6.0 lakhs in Sciences and Technology to teachers and other non-vocational academic staff to take up research immediately after their appointment.

9.1 Consultancy Assignments

The consultancy rules, terms, conditions and the model of revenue sharing between institutions and consultant-teachers shall be as per the UGC Consultancy Rules to be provided separately.

10.0 Counting of Past Services for Direct Recruitment and Promotion under CAS

Previous regular service, whether national or international, as Assistant Professor, Associate Professor or Professor or equivalent in a University, College, National Laboratories or other scientific/professional organisations such as the CSIR, ICAR, DRDO, UGC, ICSSR, ICHR, ICMR and DBT, should count for the direct recruitment and promotion under the CAS of a teacher as Assistant Professor, Associate Professor, Professor or any other nomenclature, provided that:

- (a) The essential qualifications of the post held were not lower than the qualifications prescribed by the UGC for Assistant Professor, Associate Professor and Professor, as the case may be.
- (b) The post *is/was* in an equivalent grade or of the pre-revised scale of pay as the post of Assistant Professor (Lecturer) Associate Professor (Reader) and Professor.
- (c) The concerned Assistant Professor, Associate Professor and Professor should possess the same minimum qualifications as prescribed by the UGC for appointment to the post of Assistant Professor, Associate Professor and Professor, as the case may be.
- (d) The post was filled in accordance with the prescribed selection procedure as laid down in the Regulations of the University/State Government/Central Government/ Institutions concerned, for such appointments.
- (e) The previous appointment was not as guest lecturer for any duration.
- (f) The previous Ad-hoc or Temporary or contractual service (by whatever nomenclature it may be called) shall be counted for direct recruitment and for promotion, provided that:
 - (i) the essential qualifications of the post held were not lower than the qualifications prescribed by the UGC for Assistant Professor, Associate Professor and Professor, as the case may be
 - (ii) the incumbent was appointed on the recommendation of a duly constituted Selection Committee/Selection Committee constituted as per the rules of the respective university;
 - (iii) the incumbent was drawing total gross emoluments not less than the monthly gross salary of a regularly appointed Assistant Professor, Associate Professor and Professor, as the case may be; and
- (g) No distinctions shall be made with reference to the nature of management of the institution where previous service was rendered (private/local body/Government), while counting the past service under this clause.

11.0 Period of Probation and Confirmation

- 11.1 The minimum period of probation of a teacher shall be one year, extendable by a maximum period of one more year in case of unsatisfactory performance.
- 11.2 The teacher on probation shall be confirmed at the end of one year, unless extended by another year through a specific order, before expiry of the first year.
- 11.3 Subject to Clause 11 of this Regulation, it is obligatory on the part of the university/the concerned institution to issue an order of confirmation to the incumbents within 45 days of completion of the probation period after following the due process of verification of satisfactory performance.
- 11.4 The probation and confirmation rules shall be applicable only at the initial stage of recruitment, issued from time to time, by the Central Government.
- 11.5 All other Central Government rules on probation and confirmation shall be applicable *mutatis mutandis*.

12.0 Creation and Filling-up of Teaching Posts

- 12.1 Teaching posts in universities, as far as feasible, may be created in a pyramidal order, for instance, for one post of Professor, there shall be two posts of Associate Professors and four posts of Assistant Professor, per department.
- 12.2 All the sanctioned/approved posts in the university system shall be filled up on an urgent basis.

13.0 Appointments on Contract Basis

The teachers should be appointed on contract basis only when it is absolutely necessary and when the student-teacher ratio does not satisfy the laid-down norms. In any case, the number of such appointments should not exceed 10% of the total number of faculty positions in a College/University. The qualifications and selection procedure for appointing them should be the same as those applicable to a regularly-appointed teacher. The

fixed emoluments paid to such contract teachers should not be less than the monthly gross salary of a regularly-appointed Assistant Professor. Such appointments should not be made initially for more than one academic session, and the performance of any such entrant teacher should be reviewed for academic performance before reappointing him/her on contract basis for another session. Such appointments on contract basis may also be resorted to when absolutely necessary to fill vacancies arising due to maternity leave, child-care leave, etc.

14.0 Teaching Days

- 14.1 The Universities/Colleges must have at least 180 teaching, i.e., there should be a minimum of 30 weeks of actual teaching in a 6-day week. Of the remaining period, 12 weeks may be devoted to admission and examination activities, and non-instructional days for co-curricular, sports, college day, etc., 8 weeks for vacations and 2 weeks may be attributed to various public holidays. If the University adopts a 5 day week pattern, then the number of weeks should be increased correspondingly to ensure the equivalent of 30 weeks of actual teaching, with a 6-day week.

The above provision is summarised as follows:

Categorisation	Number of weeks : 6-days a week pattern		Number of weeks : 5-days a week pattern	
	University	College	University	College
Teaching and Learning Process	30 (180 days) weeks	30 (180 days) weeks	36 (180 days) weeks	36 (180 days) weeks
Admissions, Examinations, and preparation for Examination	12	10	8	8
Vacations	8	10	6	6
Public Holidays (to increase and adjust teaching days accordingly)	2	2	2	2
Total	52	52	52	52

- 14.2 In-lieu of the curtailment of vacation by 2 weeks, the university teachers may be credited with 1/3rd of the period of their earned leave. However, colleges may have an option of a total vacation of 10 weeks in a year and no earned leave except when required to work during the vacations for which, as in the case of University teachers, 1/3rd of the period shall be credited as Earned Leave.

15.0 Workload

- 15.1 The workload of the teachers in full employment should not be less than Forty hours a week for Thirty working weeks (One Hundred and Eighty teaching days) in an academic year. It should be necessary for the teacher to be available for at least Five hours daily in the University/College. Teachers shall devote at least Two hours per day for mentoring of students (minimum Fifteen students per coordinator) for Community Development/Extra-Curricular Activities/library consultation/research in case of Under-Graduate Courses and/or at least Two hours per day for research in case of Post-Graduate courses, for which the necessary space and infrastructure shall be provided by the University/College. The direct teaching-learning work load should be as follows:

Assistant Professor	-	16 hours per week
Associate Professor/Professor	-	14 hours per week

- 15.2 Professors/ Associate Professors/ Assistant Professors involved in administration/ extension work can devote two hours per week from the teaching and learning hours.

16.0 Service Agreement and Fixing of Seniority

- 16.1 At the time of recruitment in Universities and Colleges, a service agreement should be executed between the University/College and the teacher concerned and a copy thereof shall be deposited with the Registrar/Principal. Such service agreement shall be duly stamped as per the government rates applicable.

- 16.2. The self-appraisal methodology, as per Clause 6.0 and its sub-clauses and Clauses 6.1 to 6.4 and all the sub-clauses contained therein and as per Tables 1 to 5 of Appendix II, as per eligibility, shall form part of the service agreement/record.

16.3 Inter-se seniority between the direct recruited and teachers promoted under CAS

The inter-se seniority of a direct recruit shall be determined with reference to the date of joining and for the teachers promoted under the CAS with reference to the date of eligibility as indicated in the recommendations of the selection committee of the respective candidates. The rules and regulations of the respective Central/State Government shall apply, for all other matters of seniority.

17.0 Code of Professional Ethics

L Teachers and their Responsibilities :

Whoever adopts teaching as a profession assumes the obligation to conduct himself / herself in accordance with the ideal of the profession. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The national ideals of education which have already been set forth and which he/she should seek to inculcate among students must be his/her own ideals. The profession further requires that the teacher should be calm, patient and communicative by temperament and amiable in disposition.

Teacher should:

- (i) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (ii) Manage their private affairs in a manner consistent with the dignity of the profession;
- (iii) Seek to make professional growth continuous through study and research;
- (iv) Express free and frank opinion by participation at professional meetings, seminars, conferences etc., towards the contribution of knowledge;
- (v) Maintain active membership of professional organisations and strive to improve education and profession through them;
- (vi) Perform their duties in the form of teaching, tutorials, practicals, seminars and research work, conscientiously and with dedication;
- (vii) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- (viii) Abide by the Act, Statute and Ordinance of the University and to respect its ideals, vision, mission, cultural practices and tradition;
- (ix) Co-operate and assist in carrying out the functions relating to the educational responsibilities of the college and the university, such as: assisting in appraising applications for admission, advising and counselling students as well as assisting the conduct of university and college examinations, including supervision, invigilation and evaluation; and
- (x) Participate in extension, co-curricular and extra-curricular activities, including the community service.

II. Teachers and Students

Teachers should:

- (i) Respect the rights and dignity of the student in expressing his/her opinion;
- (ii) Deal justly and impartially with students regardless of their religion, caste, gender, political, economic, social and physical characteristics;
- (iii) Recognise the difference in aptitude and capabilities among students and strive to meet their individual needs;
- (iv) Encourage students to improve their attainments, develop their personalities and at the same time contribute to community welfare;
- (v) Inculcate among students scientific temper, spirit of inquiry and ideals of democracy, patriotism, social justice, environmental protection and peace;
- (vi) Treat the students with dignity and not behave in a vindictive manner towards any of them for any reason;

- (vi) Pay attention to only the attainment of the student in the assessment of merit;
- (viii) Make themselves available to the students even beyond their class hours and help and guide students without any remuneration or reward;
- (ix) Aid students to develop an understanding of our national heritage and national goals; and
- (x) Refrain from inciting students against other students, colleagues or administration.

III. Teachers and Colleagues

Teachers should:

- (i) Treat other members of the profession in the same manner as they themselves wish to be treated;
- (ii) Speak respectfully of other teachers and render assistance for professional betterment;
- (iii) Refrain from making unsubstantiated allegations against colleagues to higher authorities; and
- (iv) Refrain from allowing considerations of caste, creed, religion, race or sex in their professional endeavour.

IV. Teachers and Authorities :

Teachers should:

- (i) Discharge their professional responsibilities according to the existing rules and adhere to procedures and methods consistent with their profession in initiating steps through their own institutional bodies and / or professional organisations for change of any such rule detrimental to the professional interest;
- (ii) Refrain from undertaking any other employment and commitment, including private tuitions and coaching classes which are likely to interfere with their professional responsibilities;
- (iii) Co-operate in the formulation of policies of the institution by accepting various offices and discharge responsibilities which such offices may demand;
- (iv) Co-operate through their organisations in the formulation of policies of the other institutions and accept offices;
- (v) Co-operate with the authorities for the betterment of the institutions keeping in view the interest and in conformity with the dignity of the profession;
- (vi) Adhere to the terms of contract;
- (vii) Give and expect due notice before a change of position takes place; and
- (viii) Refrain from availing themselves of leave except on unavoidable grounds and as far as practicable with prior intimation, keeping in view their particular responsibility for completion of academic schedule.

V. Teachers and Non-Teaching Staff :

Teachers should :

- (i) Treat the non-teaching staff as colleagues and equal partners in a cooperative undertaking, within every educational institution;
- (ii) Help in the functioning of joint-staff councils covering both the teachers and the non-teaching staff.

VI. Teachers and Guardians

Teachers should:

- (i) Try to see through teachers' bodies and organisations, that institutions maintain contact with the guardians, their students, send reports of their performance to the guardians whenever necessary and meet the guardians in meetings convened for the purpose for mutual exchange of ideas and for the benefit of the institution.

VII. Teachers and Society

Teachers should:

- (i) Recognise that education is a public service and strive to keep the public informed of the educational programmes which are being provided;

- (ii) Work to improve education in the community and strengthen the community's moral and intellectual life ;
- (iii) Be aware of social problems and take part in such activities as would be conducive to the progress of society and hence the country as a whole;
- (iv) Perform the duties of citizenship, participate in community activities and shoulder responsibilities of public offices;
- (v) Refrain from taking part in or subscribing to or assisting in any way activities, which tend to promote feeling of hatred or enmity among different communities, religions or linguistic groups but actively work for national integration.

The Vice-Chancellor/Pro-Vice-Chancellor/Rector

The Vice-Chancellor/Pro-Vice-Chancellor/Rector should :

- (a) Provide inspirational and motivational value-based academic and executive leadership to the university through policy formation, operational management, optimization of human resources and concern for environment and sustainability;
- (b) Conduct himself/herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the university;
- (c) Act as steward of the university's assets in managing the resources responsibility, optimally, effectively and efficiently for providing a conducive working and learning environment;
- (d) Promote the collaborative, shared and consultative work culture in the university, paving way for innovative thinking and ideas;
- (e) Endeavour to promote a work culture and ethics that brings about quality, professionalism, satisfaction and service to the nation and society.
- (f) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour.

College Principal should;

- (a) Provide inspirational and motivational value-based academic and executive leadership to the college through policy formation, operational management, optimization of human resources and concern for environment and sustainability;
- (b) Conduct himself/herself with transparency, fairness, honesty, highest degree of ethics and decision making that is in the best interest of the college;
- (c) Act as steward of the College's assets in managing the resources responsibility, optimally, effectively and efficiently for providing a conducive working and learning environment;
- (d) Promote the collaborative, shared and consultative work culture in the college, paving way for innovative thinking and ideas;
- (e) Endeavour to promote a work culture and ethics that brings about quality, professionalism, satisfaction and service to the nation and society.
- (f) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (g) Manage their private affairs in a manner consistent with the dignity of the profession;
- (h) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- (i) Participate in extension, co-curricular and extra-curricular activities, including the community service.
- (j) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour.

Director Physical Education and Sports (University/College)/Librarian (University/College) should;

- (a) Adhere to a responsible pattern of conduct and demeanor expected of them by the community;
- (b) Manage their private affairs in a manner consistent with the dignity of the profession;
- (c) Discourage and not indulge in plagiarism and other non ethical behaviour in teaching and research;
- (d) Participate in extension, co-curricular and extra-curricular activities, including the community service.

(E) Refrain from allowing considerations of caste, creed, religion, race, gender or sex in their professional endeavour.

18.0 Maintenance of Standards in Higher-Education Institutions:

In order to maintain the academic standards in higher education, the following recommendations shall be adopted by the respective Universities/Colleges/Institutions:

- i. The process of evaluation for Ph.D shall be uniform in all the universities in accordance with the respective UGC Regulations and their amendments from time to time, in this regard. The Universities shall adopt these Regulations within six months of their notification.
- ii. There shall be special provision of supernumerary Ph.D seats not exceeding 10% of the total seats available in the department, if there is no vacant seat available with the eligible Supervisors in that department, to the in-service teachers for encouraging the faculty members of colleges and universities for getting a Ph.D. degree.
- iii. In order to encourage research and increase country's research output, Universities shall accord permission and provide need-based facility for college teachers to supervise Ph.D./M.Phil. scholars, Universities shall amend their Statutes and Ordinances accordingly.
- iv. All newly-recruited faculty members shall be provided one-time seed money/start up grant/research grant for establishing a basic research/computational facility as per the provisions laid down in these regulations.
- v. The Ph.D. degree shall be made a mandatory requirement for recruitment and promotions in accordance with the provisions laid down in these Regulations.
- vi. Research clusters shall be created amongst the universities/colleges/research institutions within the state for sharing research facilities, human resources, skills and infrastructure to ensure optimal utilisation of resources and to create synergies among higher education institutions.
- vii. An induction programme of one month shall be introduced for all newly-recruited Assistant Professors in the universities /colleges/institutions ideally before the starting of their teaching work, but definitely within one year of the recruitment of the new faculty member. In addition to the Human Resource Development Centres of the UGC, Universities/Institutions with the Pandit Madan Mohan Malviya National Mission on Teachers and Teaching(PMMMNTT) scheme shall also organize such induction programmes as per their mandate.
- viii. These induction programmes shall be treated at par with the Orientation Programmes already being run by the Human Resource Development Centres of the UGC for the purpose of the CAS requirements. Universities/Colleges/Institutions shall send the faculty members to such programmes in a phased manner so that the teaching work does not suffer.
- ix. All short-term and long-duration capacity-building programmes for teachers/faculty ranging from one week to one month as well as seminars, workshops in different pedagogic and discipline-specific areas being conducted by centres such as Schools of Education (SoEs), Teaching Learning Centres (TLCs), Faculty Development Centres (FDCs), Centres for Excellence in Science and Mathematics (CESMEs), Centres for Academic Leadership and Education Management (CALEMs) under the PMMMNMTT scheme shall be taken into consideration for fulfilment of the requirements as laid down in Career Advancement Scheme of these Regulations.

19.0 Other Terms and Conditions

19.1 Incentives for Ph.D./M.Phil. and other Higher Qualification

- i. Five non-compounded advance increments shall be admissible at the entry level of recruitment as Assistant Professor to persons possessing the degrees of Ph.D. awarded in a relevant discipline by the University following the process of admission, registration, course work and external evaluation as prescribed by the UGC.
- ii. M.Phil degree holders at the time of recruitment to the post of Assistant Professor shall be entitled to two non-compounded advance increments.
- iii. Those possessing Post-graduate degree in the professional course such as LL.M./M.Tech/M.Arch./M.E./M.V.Sc./M.D., etc. recognized by the relevant statutory body/ council, shall also be entitled to two non-compounded advance increments at the entry level.
- iv.
 - a) Teachers who complete their Ph.D. degree while in service shall be entitled to three non-compounded increments fixed at increment applicable at entry level only if such Ph.D. is in a relevant discipline of the

discipline of employment and has been awarded by a University complying with the process prescribed by the UGC for enrolment, course work, evaluation, etc.

- b) However, teachers in service who have already been awarded Ph.D. by the time of coming into force of these Regulations or having been enrolled for Ph.D. have already undergone course-work as well as evaluation, if any, and only Notification in regard to the award of Ph.D. is awarded, shall also be entitled to the award of three non-compounded increments fixed at increment applicable at entry level only, even if the university awarding such Ph.D. has not yet been notified by the UGC as having complied with the process prescribed by the Commission.
- v. In respect of every other case, a teacher who is already enrolled for Ph.D. shall avail the benefit of three non-compounded increments fixed at increment applicable at entry level only if the university awarding the Ph.D. has been notified by the UGC to have complied with the process prescribed by the Commission for the award of Ph.D. in respect of either course-work or evaluation or both, as the case may be.
- vi. Teachers in service who have not yet enrolled for Ph.D. shall therefore, derive the benefit of three non-compounded increments fixed at increment applicable at entry level only on award of Ph.D. while in service only if such enrolment is with a university which complies with the entire process including that of enrolment as prescribed by the UGC.
- vii. Teachers who acquire M.Phil. Degree or a post-graduate degree in a professional course recognised by the relevant Statutory Body / Council, while in service, shall be entitled to one advance increment fixed at increment applicable at entry level only.
- viii. Five non-compounded advance increments shall be admissible to Assistant Librarian / College Librarian who are recruited at entry level with Ph.D. degree in the discipline of library science from a university complying with the process prescribed by the UGC in respect of enrolment, course-work and evaluation process for the award of Ph.D. in Library Science.
- ix. (a) Assistant Librarian/College Librarian acquiring the degree of Ph.D. at any time while in service, in the discipline of library science from a university complying with the process prescribed by the UGC in respect of enrolment, course-work and evaluation shall be entitled to three non-compounded advance increments fixed at increment applicable at entry level only.
- (b) However, persons in posts of Assistant Librarian/College Librarian on higher positions who have already been awarded Ph.D. in library science at the time of coming into force of these Regulations or having already undergone course-work as well as evaluation, if any, and only Notification in regard to the award of Ph.D. is awarded, shall also be entitled to the award of three non-compounded increments fixed at increment applicable at entry level only.
- x. In respect of every other case of persons in the post of Assistant Librarian / College Librarian or higher positions who are already enrolled for Ph.D. shall avail the benefit three non-compounded increments fixed at increment applicable at entry level only if the university awarding the Ph.D. has been notified by the UGC to have complied with the process prescribed by the Commission for the award of Ph.D. in respect of either course-work or evaluation or both as the case may be.
- xi. Assistant Librarian/College Librarian and others in higher library positions in service who have not yet enrolled for Ph.D. shall therefore, derive the benefit of three non-compounded increments fixed at increment applicable at entry level only on award of Ph.D. while in service only if such enrolment is with a university which complies with the entire process, including that of enrolment as prescribed by the UGC.
- xii. Two non-compounded advance increments shall be admissible for Assistant Librarian/College Librarian with M.Phil. degree in Library Science at the entry level. Assistant Librarian/College Librarian and those in higher positions acquiring M.Phil degree in library science at any time during the course of their service shall be entitled to one advance increment fixed at increment applicable at entry level only.
- xiii. Five non-compounded advance increments shall be admissible to Assistant Director of Physical Education and Sports / College Director of Physical Education and Sports who are recruited at entry level with Ph.D. degree in the discipline of Physical Education/Physical Education and Sports / Sports Science from a university complying with the process prescribed by the UGC in respect of enrolment, course-work and evaluation process for the award of Ph.D. in Physical Education/Physical Education and Sports / Sports Science.

xiv. Notwithstanding anything in the forgoing clauses, those who have already availed the benefit of advance increments for possessing Ph.D./M.Phil at the entry level or in service once either under this regulation or under the earlier schemes/regulations shall not be entitled to the benefit of advance increments under these Regulations.

xv. Teachers, library and Physical Education and Sports cadres who have already availed the benefits of increments as per the then existing policy for acquiring Ph.D./M.Phil. while in service shall not be entitled to advance increments under these Regulations.

xvi. For posts at the entry level where no such advance increments were admissible for possessing Ph.D./M.Phil. under the earlier schemes/regulations, the benefit of advance of increments for possessing Ph.D./M.Phil shall be available to only those appointments which have been made on or after the coming into force of these Regulations.

19.2 Promotion

When an individual gets a promotion, his new pay on promotion would be fixed in the Pay Matrix as follows:

On promotion, the teacher or equivalent position would be given a notional increment in his/her existing Academic Level of Pay, by moving him/her to the next higher Cell at that Level; and the pay shown in this Cell would now be located in the new Academic Level corresponding to the post to which he/she has been promoted. If a Cell identical with that pay is available in the new Level, that Cell shall be the new pay, otherwise the next higher Cell in that Level shall be the new pay of the teacher or equivalent position. If the pay arrived at in this manner is less than the first Cell in the new Level, then the pay shall be fixed at the first Cell of the new Level.

19.3 Allowances and Benefits

- I. Other allowances and benefits, such as Hometown Travel Concession, Leave Travel Concession, Special Compensatory Allowances, Children's Education Allowance, Transport Allowance, House Rent Allowance, House Building Allowance, Deputation Allowance, Travelling Allowance, Dearness Allowance, Area-based Special Compensatory Allowance etc. for teachers and Library and Physical Education and Sports Cadres, shall be as applicable to the Central Government employees and be governed by the relevant rules as notified by the Government of India from time to time.
- II. Pension, Gratuity, ex-gratia compensation etc. as applicable to Central/State Government employees shall also be applicable to teachers and Library and Physical Education and Sports Cadres of Central/State Universities and Colleges including affiliated and constituent Colleges as the case may be.
- III. Medical Benefits: All medical benefits for teachers and Library and Physical Education Cadres, shall be as applicable to the Central Government employees. Further, the Teachers and Library and Physical Education Cadres may be placed under Central Government Health Scheme or any other such scheme of the Central Government/ Health Scheme of respective State Government, as the case may be, for Central/State Universities/Colleges respectively.

APPENDICES

Appendix I	Fitment Tables for fixation of pay of the existing incumbents, who were in position as on 01.01.2016, in various categories of posts indicated in the tables (MHRD Notification MHRD letters No. Corrigendum F.No.1-7/2015-UII(1) dated 08.11.2017)
Appendix II	<u>Assessment Criteria and Methodology</u> Table 1 to 3 - For University and College Teachers Table 4 - For Assistant Librarian, Deputy Librarian, Librarian etc. Table 5 - For Assistant Director/Deputy Director/Director Physical Education and Sports etc.

SANJEEV KUMAR NARAYAN, Under Secy.

[ADVT.-III/4/Exty./147/18]

Appendix I

Fitment Tables for fixation of pay of the existing incumbents, who were in position as on 01.01.2016, in various categories of posts indicated in the tables

F.No. 7/2016-U.I(1)
Government of India
Ministry of Human Resource Development
Department of Higher Education
University Section

Shanti Bhawan, New Delhi
Dated 9 November, 2017

Corrigendum

Subject: Scheme of revision of pay of teachers and equivalent cadres in universities and colleges following the revision of pay scales of Central Government employees on the recommendations of the 7th Central Pay Commission (CPC).

In the order of the Government of India, in the Ministry of Human Resource Development (Department of Higher Education) no. 3-7/2016-U.I(1) dated 2.11.2017, in the Annexure (Page 9) appended to the said order, (errors rectified as)

- (a) Cell Academic level 12, row 2 may be read as "34,100" instead of "34,100"
(b) Cell Academic level 13A, row 3 may be read as "8,04,700" instead of "8,04,100"
(c) Cell Academic level 14, row 4 may be read as "1,82,700" instead of "1,82,100"

The rest of the content of the above order remains the same:

(Dr. K.K. Tripathy) Director

- To:
1. The Secretary, University Grants Commission, Bahadurshah Zafar Marg, New Delhi, 110 002.
 2. The Chairperson of all Central University Boards/ Institutions created as per the order issued by the Central Government.
 3. Chief Secretary in Charge, Kerala, K. J. Somaiya, Central Secretariat, New Delhi.
 4. Secretary, Commission of State Secretaries, Bahadurshah Zafar Marg, New Delhi.
 5. Secretary, Department of Government Training, K. J. Somaiya, New Delhi.
 6. Secretary, Department of Agriculture Research and Education, K. J. Somaiya, New Delhi.
 7. Secretary, Ministry of Health and Family Welfare (Medical Education), Shri Ram, Shri Ram, New Delhi.
 8. Member Secretary, All India Council for Technical Education, New Delhi.
 9. Chief Secretaries of all State Governments.
 10. Web Master, Ministry of Human Resource Development for publication on the website of the Ministry, hosted by the National Informatics Centre.

Annexure-I

Pay Matrix

Pay Band (Rs.)	15,600-39,100			37,400-67,000		67,000-79,000
Grade Pay (Rs.)	5,000	7,000	8,000	9,000	10,000	0
Index of Rationalization	2.87	2.67	2.67	2.67	2.72	2.72
Entry Pay (Rs.)	21,500	25,700	29,000	40,200	59,000	67,000
Academics Level	10	11	12	13A	14	15
Rationalized Entry Pay (Step 1)	51,700	64,900	78,000	1,01,400	1,44,200	1,82,200
1	60,200	71,500	83,000	1,38,300	1,68,300	1,87,700
2	61,800	73,100	84,700	1,38,400	1,68,600	1,88,000
3	63,400	74,700	86,500	1,38,500	1,68,900	1,88,300
4	65,000	76,300	88,300	1,38,600	1,69,200	1,88,600
5	66,600	77,900	90,100	1,38,700	1,69,500	1,88,900
6	68,200	79,500	91,900	1,38,800	1,69,800	1,89,200
7	69,800	81,100	93,700	1,38,900	1,70,100	1,89,500
8	71,400	82,700	95,500	1,39,000	1,70,400	1,89,800
9	73,000	84,300	97,300	1,39,100	1,70,700	1,90,100
10	74,600	85,900	99,100	1,39,200	1,71,000	1,90,400
11	76,200	87,500	1,00,900	1,39,300	1,71,300	1,90,700
12	77,800	89,100	1,02,700	1,39,400	1,71,600	1,91,000
13	79,400	90,700	1,04,500	1,39,500	1,71,900	1,91,300
14	81,000	92,300	1,06,300	1,39,600	1,72,200	1,91,600
15	82,600	93,900	1,08,100	1,39,700	1,72,500	1,91,900
16	84,200	95,500	1,09,900	1,39,800	1,72,800	1,92,200
17	85,800	97,100	1,11,700	1,39,900	1,73,100	1,92,500

K. N. T. J. S.
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Pay Band (Rs.)	15,600-39,100			37,400-67,000		67,000-79,000
18	87,400	98,700	1,13,500	1,31,700	2,17,100	
19	89,000	1,00,300	1,15,300	1,31,700		
20	90,600	1,01,900	1,17,100	1,31,700		
21	92,200	1,03,500	1,18,900	1,31,700		
22	93,800	1,05,100	1,20,700	1,31,700		
23	95,400	1,06,700	1,22,500	1,31,700		
24	97,000	1,08,300	1,24,300	1,31,700		
25	98,600	1,09,900	1,26,100	1,31,700		
26	1,00,200	1,11,500	1,27,900	1,31,700		
27	1,01,800	1,13,100	1,29,700	1,31,700		
28	1,03,400	1,14,700	1,31,500	1,31,700		
29	1,05,000	1,16,300	1,33,300	1,31,700		
30	1,06,600	1,17,900	1,35,100	1,31,700		
31	1,08,200	1,19,500	1,36,900	1,31,700		
32	1,09,800	1,21,100	1,38,700	1,31,700		
33	1,11,400	1,22,700	1,40,500	1,31,700		
34	1,13,000	1,24,300	1,42,300	1,31,700		
35	1,14,600	1,25,900	1,44,100	1,31,700		
36	1,16,200	1,27,500	1,45,900	1,31,700		
37	1,17,800	1,29,100	1,47,700	1,31,700		
38	1,19,400	1,30,700	1,49,500	1,31,700		
39	1,21,000	1,32,300	1,51,300	1,31,700		
40	1,22,600	1,33,900	1,53,100	1,31,700		

K. N. T. J. S.
21/10

Appendix II**Table 1****Assessment Criteria and Methodology for University/College Teachers**

S.No.	Activity	Grading Criteria
1.	Teaching: (Number of classes taught/total classes assigned)x100% (Classes taught includes sessions on tutorials, lab and other teaching related activities)	80% & above - Good Below 80% but 70% & above-Satisfactory Less than 70% - Not satisfactory
2.	Involvement in the University/College students related activities/research activities: (a) Administrative responsibilities such as Head, Chairperson/ Dean/ Director/ Co-ordinator, Warden etc. (b) Examination and evaluation duties assigned by the college / university or attending the examination paper evaluation. (c) Student related co-curricular, extension and field based activities such as student clubs, career counselling, study visits, student seminars and other events, cultural, sports, NCC, NSS and community services. (d) Organising seminars/ conferences/ workshops, other college/university activities. (e) Evidence of actively involved in guiding Ph.D students. (f) Conducting minor or major research project sponsored by national or international agencies. (g) At least one single or joint publication in peer-reviewed or UGC list of Journals.	Good - Involved in at least 3 activities Satisfactory - 1-2 activities Not-satisfactory - Not involved / undertaken any of the activities Note: Number of activities can be within or across the broad categories of activities
<p>Overall Grading: Good: Good in teaching and satisfactory or good in activity at Sl.No.2. Or Satisfactory: Satisfactory in teaching and good or satisfactory in activity at Sl.No.2. Not Satisfactory: If neither good nor satisfactory in overall grading</p> <p>Note: For the purpose of assessing the grading of Activity at Serial No. 1 and Serial No. 2, all such periods of duration which have been spent by the teacher on different kinds of paid leaves such as Maternity Leave, Child Care Leave, Study Leave, Medical Leave, Extraordinary Leave and Deputation shall be excluded from the grading assessment. The teacher shall be assessed for the remaining period of duration and the same shall be extrapolated for the entire period of assessment to arrive at the grading of the teacher. The teacher on such leaves or deputation as mentioned above shall not be put to any disadvantage for promotion under CAS due to his/her absence from his/her teaching responsibilities subject to the condition that such leave/deputation was undertaken with the prior approval of the competent authority following all procedures laid down in these regulations and as per the acts, statutes and ordinances of the parent institution.</p>		

Table 2**Methodology for University and College Teachers for calculating Academic/Research Score**

(Assessment must be based on evidence produced by the teacher such as: copy of publications, project sanction letter, utilization and completion certificates issued by the University and acknowledgements for patent filing and approval letters, students' Ph.D. award letter, etc.,)

S.N.	Academic/Research Activity	Faculty of Sciences /Engineering / Agriculture / Medical /Veterinary Sciences	Faculty of Languages / Humanities / Arts / Social Sciences / Library /Education / Physical Education / Commerce / Management & other related disciplines
1.	Research Papers in Peer-Reviewed or UGC listed Journals	08 per paper	10 per paper
2.	Publications (other than Research papers)		
	(a) Books authored which are published by ;		
	International publishers	12	12
	National Publishers	10	10
	Chapter in Edited Book	05	05
	Editor of Book by International Publisher	10	10
	Editor of Book by National Publisher	08	08
	(b) Translation works in Indian and Foreign Languages by qualified faculties		
	Chapter or Research paper	03	03
	Book	08	08
3.	Creation of ICT mediated Teaching Learning pedagogy and content and development of new and innovative courses and curricula		
	(a) Development of Innovative pedagogy	05	05
	(b) Design of new curricula and courses	02 per curricula/course	02 per curricula/course
	(c) MOOCs		
	Development of complete MOOCs in 4 quadrants (4 credit course)(In case of MOOCs of lesser credits 05 marks/credit)		20
	MOOCs (developed in 4 quadrant) per module/lecture	05	05
	Content writer/subject matter expert for each module of MOOCs (at least one quadrant)	02	02
	Course Coordinator for MOOCs (4 credit course)(In case of MOOCs of lesser credits 02 marks/credit)	08	08
	(d) E-Content		
	Development of e-Content in 4 quadrants for a complete course/e-book	12	12
	e-Content (developed in 4 quadrants) per module	05	05
	Contribution to development of e-content module in complete course/paper/e-book (at least one quadrant)	02	02
	Editor of e-content for complete course/ paper /e-book	10	10
4	(a) Research guidance		

	Ph.D.	10 per degree awarded 05 per thesis submitted	10 per degree awarded 05 per thesis submitted
	M.Phil./P.G dissertation	02 per degree awarded	02 per degree awarded
	(b) Research Projects Completed		
	More than 10 lakhs	10	10
	Less than 10 lakhs	05	05
	(c) Research Projects Ongoing :		
	More than 10 lakhs	05	05
	Less than 10 lakhs	02	02
	(d) Consultancy	03	03
5	(a) Patents		
	International	10	10
	National	07	07
	(b) *Policy Document (Submitted to an International body/organisation like UNO/UNESCO/World Bank/International Monetary Fund etc. or Central Government or State Government)		
	International	10	10
	National	07	07
	State	04	04
	(c) Awards/Fellowship		
	International	07	07
	National	05	05
6.	*Invited lectures / Resource Person/ paper presentation in Seminars/ Conferences/full paper in Conference Proceedings (Paper presented in Seminars/Conferences and also published as full paper in Conference Proceedings will be counted only once)		
	International (Abroad)	07	07
	International (within country)	05	05
	National	03	03
	State/University	02	02

The Research score for research papers would be augmented as follows :

Peer-Reviewed or UGC-listed Journals (Impact factor to be determined as per Thomson Reuters list) :

- i) Paper in refereed journals without impact factor - 5 Points
- ii) Paper with impact factor less than 1 - 10 Points
- iii) Paper with impact factor between 1 and 2 - 15 Points
- iv) Paper with impact factor between 2 and 5 - 20 Points
- v) Paper with impact factor between 5 and 10 - 25 Points
- vi) Paper with impact factor >10 - 30 Points

(a) Two authors: 70% of total value of publication for each author.

(b) More than two authors: 70% of total value of publication for the First/Principal/Corresponding author and 30% of total value of publication for each of the joint authors.

Joint Projects: Principal Investigator and Co-investigator would get 50% each.

Note:

- Paper presented if part of edited book or proceeding then it can be claimed only once.
- For joint supervision of research students, the formula shall be 70% of the total score for Supervisor and Co-supervisor. Supervisor and Co-supervisor, both shall get 7 marks each.
- *For the purpose of calculating research score of the teacher, the combined research score from the categories of 5(b). Policy Document and 6. Invited lectures/Resource Person/Paper presentation shall have an upper capping of thirty percent of the total research score of the teacher concerned.
- The research score shall be from the minimum of three categories out of six categories.

Table: 3 A**Criteria for Short-listing of Candidates for Interview for the Post of Assistant Professors in Universities**

S.N.	Academic Record	Score			
		1.	Graduation	80% & Above = 15	60% to less than 80% = 13
2.	Post-Graduation	80% & Above = 25	60% to less than 80% = 23	55% (50% in case of SC/ST/OBC (non-creamy layer)/PWD) to less than 60% = 20	
3.	M.Phil.	60% & above = 07	55% to less than 60% = 05		
4.	Ph.D.	30			
5.	NET with JRF	07			
	NET	05			
	SLET/SET	03			
6.	Research Publications (2 marks for each research publications published in Peer-Reviewed or UGC-listed Journals)	10			
7.	Teaching / Post Doctoral Experience (2 marks for one year each)#	10			
8.	Awards				
	International / National Level (Awards given by International Organisations/ Government of India / Government of India recognised National Level Bodies)	03			
	State-Level (Awards given by State Government)	02			

#However, if the period of teaching/Post-doctoral experience is less than one year then the marks shall be reduced proportionately.

Note:

- (A) (i) M.Phil + Ph.D Maximum - 30 Marks
(ii) JRF/NET/SLET Maximum - 07 Marks
(iii) In awards category Maximum - 03 Marks
- (B) Number of candidates to be called for interview shall be decided by the concerned universities.

(C)

Academic Score	-	80
Research Publications	-	10
Teaching Experience	-	10
Total	-	100

(D) Score shall be valid for appointment in respective State SLET/SET Universities/ Colleges/ Institutions only

Table: 3 B**Criteria for Short-listing of candidates for Interview for the Post of Assistant Professors in Colleges**

S.N.	Academic Record	Score			
		80% & Above = 21	60% to less than 80% = 19	55% to less than 60% = 16	45% to less than 55% = 10
1.	Graduation				
2.	Post-Graduation	80% & Above = 25	60% to less than 80% = 23	55% (50% in case of SC/ST/OBC (non-creamy layer)/PWD) to less than 60% = 20	
3.	M.Phil.	60% & above = 07	55% to less than 60% = 05		
4.	Ph.D.	25			
5.	NET with JRF	10			
	NET	08			
	SLET/SET	05			
6.	Research Publications (2 marks for each research publications published in Peer-Reviewed or UGC-listed Journals)	06			
7.	Teaching / Post Doctoral Experience (2 marks for one year each)#	10			
8.	Awards				
	International / National Level (Awards given by International Organisations/ Government of India / Government of India recognised National Level Bodies)	03			
	State-Level (Awards given by State Government)	02			

However, if the period of teaching/post-doctoral experience is less than one year then the marks shall be reduced proportionately.

Note :

(A)

- | | | | | |
|-------|--------------------|---------|---|----------|
| (i) | M.Phil. + Ph.D. | Maximum | - | 25 Marks |
| (ii) | JRF/NET/SET | Maximum | - | 10 Marks |
| (iii) | In awards category | Maximum | - | 03 Marks |

- (B) Number of candidates to be called for interview shall be decided by the college.
- (C) Academic Score - 84
 Research Publications - 06
 Teaching Experience - 10
 TOTAL - 100
- (D) SLET/SET score shall be valid for appointment in respective State Universities/Colleges/institutions only.

Table 4**Assessment Criteria and Methodology for Librarians**

S.No.	Activity	Grading Criteria
1	<p>Regularity of attending library (calculated in terms of percentage of days attended to the total number of days he/she is expected to attend)</p> <p>While attending in the library, the individual is expected to undertake, inter alia, following items of work:</p> <ul style="list-style-type: none"> • Library Resource and Organization and maintenance of books, journals and reports. • Provision of Library reader services such as literature retrieval services to researchers and analysis of report. • Assistance towards updating institutional website 	<p>90% and above - Good</p> <p>Below 90% but 80% and above - Satisfactory</p> <p>Less than 80% - Not satisfactory</p>
2.	Conduct of seminars/workshops related to library activity or on specific books or genre of books.	<p>Good - 1 National level seminar/ workshop + 1 State/institution level workshop/Seminar</p> <p>Satisfactory - 1 National level seminar/ workshop or 1 state level seminar/ workshop + 1 institution level seminar/ workshop or 4 institution seminar / workshop</p> <p>Unsatisfactory - Not falling in above two categories</p>
3.	<p>If library has a computerized database then OR If library does not have a computerized database</p>	<p>Good - 100% of physical books and journals in computerized database.</p> <p>Satisfactory - At least 99% of physical books and journals in computerized database.</p> <p>Unsatisfactory - Not falling under good or satisfactory.</p> <p>OR</p> <p>Good - 100% Catalogue database made up to date</p> <p>Satisfactory- 90% catalogue database made up to date</p> <p>Unsatisfactory - Catalogue database not upto mark.</p> <p>(To be verified in random by the CAS Promotion Committee)</p>

4.	Checking inventory and extent of missing books	Good : Checked inventory and missing book less than 0.5% Satisfactory - Checked inventory and missing book less than 1% Unsatisfactory - Did not check inventory Or Checked inventory and missing books 1% or more.
5.	(i) Digitisation of books database in institution having no computerized database. (ii) Promotion of library network. (iii) Systems in place for dissemination of information relating to books and other resources. (iv) Assistance in college administration and governance related work including work done during admissions, examinations and extracurricular activities. (v) Design and offer short-term courses for users. (vi) Publications of at least one research paper in UGC approved journals.	Good : Involved in any two activities Satisfactory : At least one activity Not Satisfactory : Not involved/ undertaken any of the activities.
Overall Grading	Good : Good in Item 1 and satisfactory/good in any two other items including Item 4. Satisfactory : Satisfactory in Item 1 and satisfactory /good in any other two items including Item 4. Not satisfactory : If neither good nor satisfactory in overall grading.	
<p>Note :</p> <p>(1) It is recommended to use ICT technology to monitor the attendance of library staff and compute the criteria of assessment.</p> <p>(2) The Librarian must submit evidence of published paper, participation certificate for refresher or methodology course, successful research guidance from Head of Department of the concerned department, project completion.</p> <p>(3) The system of tracking user grievances and the extent of grievances redressal details may also be made available to the CAS promotion committee.</p>		

Table 5**Assessment Criteria and Methodology for Directors of Physical Education and Sports**

S. No.	Activity	Grading Criteria
1	Attendance calculated in terms of percentage of days attended to the total number of days he is expected to attend.	90 and above - Good Above 80 but below 90- Satisfactory. Less than 80 - Not satisfactory.
2.	Organizing intra college competition	Good - Intra college competition in more than 5 disciplines. Satisfactory - Intra college competition in 3-5 disciplines. Unsatisfactory - Neither good nor satisfactory.

3.	Institution participating in external competitions	<p>Good - National level competition in at least one discipline plus State/District level competition in at least 3 disciplines.</p> <p>Satisfactory- State level competition in at least one discipline plus district level competition in at least 3 disciplines.</p> <p>Or District level competition in at least 5 disciplines.</p> <p>Unsatisfactory - Neither good nor satisfactory.</p>
4.	<p>Up-gradation of sports and physical training infrastructure with scientific and technological inputs.</p> <p>Development and maintenance of playfields and sports and physical Education facilities.</p>	Good/Satisfactory/Not-Satisfactory to be assessed by the Promotion committee.
5.	<p>(i)At least one student of the institution participating in national/ state/ university (for college levels only) teams. Organizing state/national/inter university/inter college level competition.</p> <p>(ii)Being invited for coaching at state/national level.</p> <p>(iii)Organizing at least three workshops in a year.</p> <p>(iv)Publications of at least one research paper in UGC approved journal. Assistance in college administration and governance related work including work done during admissions, examinations and extracurricular college activities.</p>	<p>Good: Involved in any two activities.</p> <p>Satisfactory: 1 activity</p> <p>Not Satisfactory : Not involved/ undertaken any of the activities.</p>
Overall Grading	<p>Good: Good in Item 1 and satisfactory/good in any two other items.</p> <p>Satisfactory: Satisfactory in Item 1 and satisfactory/good in any other two items.</p> <p>Not Satisfactory: If neither good nor satisfactory in overall grading.</p>	
<p>Note:</p> <p>i)It is recommended to use ICT technology to monitor the attendance of sports and physical education and compute the criteria of assessment.</p> <p>ii)The institution must obtain student feedback. The feed-backs must be shared with the concerned Director of Physical and Education and Sports and also the CAS Promotion committee.</p> <p>iii)The system of tracking user grievances and the extent of grievance redressal details may also be made available to the CAS Promotion Committee.</p>		

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Appendix-36
Resl. No. 17.14/AC(17)/16.05.2019

Fee Structure for the Academic Year 2019-2020

Implementing the decision of the Board, the proposed fee structure for the academic year 2019-2020 shall be increased by 7% i.e., the average of last ten years 'CPI'. Accordingly the revised fee structure for the new cohort (for the entire period of Studies in a programme) is as under:

S N	Programme	Tuition Fee per credit	Student Welfare Fund (per Semester)	Co-curricular activities and Industry interface.	Programme Support and extramural Cost	course material	Research/ Dissertation	Refundable Caution deposit collected at the time of admission
1	All BA Honours programme (Except BA programme Offered by SGA)	Rs 1340/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
2	BA programme in Law & politics, Global Studies, Sustainable Urbanism, Social Sciences and Humanities (KP Campus) and	Rs 1500/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
3	All B Voc programmes	Rs 800/-	Rs 500/-	Rs 1000/- per semester	NIL	NIL	NIL	Rs 5000/-
4	All MA Programmes (except MA programmes offered by SCCE, SGA and MBA)	Rs 1680/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
5	MA (Film Studies, Literary Art, Visual Art, Performance Studies)	Rs 1680/-	Rs 500/-	NIL	Rs 5000/- per year	NIL	NIL	Rs 5000/-
6	MA (Global Studies, Urban Studies)	Rs 1680/-	Rs 500/-	NIL	Rs 5000/- per year	NIL	NIL	Rs 5000/-
7	Master in Business Administration *	Rs 2640/-	Rs 500/-	Rs 15000/- per year	NIL	Rs 250/- per credit in taught/supervised courses	NIL	Rs 5000/-
8	MDes (Social Design)	Rs 1680/-	Rs 500/-	NIL	Rs 20000/- per semester	NIL	NIL	Rs 5000/-
9	M Phil & PhD (all MPhil & PhD programmes except MPhil Psychoanalytical Psychotherapy & Development Practice; PhD in Visual Art, Literary Art Film Studies)	Rs 1880/-	Rs 500/-	NIL	NIL	NIL	Rs 6370/- per semester	Rs 5000/-

S.N	Programme	Tuition Fee per credit	Student Welfare Fund (per Semester)	Co-curricular activities and industry interface	Programme Support and extramural Cost	course material	Research/ Dissertation	Refundable Caution deposit collected at the time of admission
10	M Phil (Psychoanalytic Psychotherapy & Development Practice)	Rs 1680/-	Rs 500/-	NIL	NIL	NIL	NIL	Rs 5000/-
11	Ph D (Visual Art, Literary Art, Film Studies)	Rs 1680/-	Rs 500/-		Rs 5000/- per year		Rs 6370/- per semester	Rs 5000/-

* Fee increased by 8% as per the recommendation of the Standing Committee Fee review implemented for all other programmes in the last academic year. This has been done as the online application process for the MBA Programme was announced in November 2018.

5 The revised online application fee for the academic year 2019-20.

S.N	Programme	Revised Application fee	
		UR/OBC	SC/ST & PWD
1	BA/B Voc	Rs 390/- Per programme	Rs 150/- Per programme
2	MA	Rs 510/- per Programme	Rs 200/- per Programme
3	MPhil/PhD	Rs 700/- per Programme	Rs 340/- per Programme

The fee structure for the Academic Year 2019-20 is reported for information to the Academic Council



Appendix-37

16th May 2019

PROPOSAL FOR ADMISSION OF FOREIGN STUDENTS TO DEGREE PROGRAMMES (2019)

Introduction.

AUD has since 2009 observed a foreign student quota for its various degree programmes, amounting to one seat in each programme offered in the Academic year. Many of these foreign student seats have remained unfilled, and while this might be explained by low 'natural' demand, there has never been a serious attempt to encourage foreign student admission or to publicize AUD student admissions outside the country. Foreign short-term 'Study Abroad' students have registered at AUD for periods of one or two semesters. Their academic credits and grades earned at AUD were recognized by their home institutions but AUD degrees were not awarded. *It is proposed that AUD admit some foreign students to all degree programmes in pursuit of its institutional internationalization strategy.* Institutional internationalization is simply defined as an 'intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society'.

Foreign student enrollment can enrich the AUD learning environment in several ways including strengthening 'peer learning'.

It is well established that learning experiences of students at any level of formal education are enhanced when learners constitute a co-learning environment of peers and educators from various social and cultural backgrounds. Many studies demonstrate that cultural diversification enhances the learning experiences of all students of an institution, and an international cultural dimension can add to the vibrancy of an institution. Admission of qualified foreign students can increase AUD's international visibility and positively impact the institution's local/national standing as well as its international reputation.

Foreign Students who fulfil the eligibility criteria of the program of their choice but do not wish to appear for the entrance test and interview may be considered for admission under this category. Admission to such candidates shall be given according to the merit list prepared on the basis of marks obtained by them in the qualifying examination. The fee structure and related rules are given in the relevant section. Applicants seeking admission under Supernumerary Category shall have to fill up the online application available on the University website.



Under this category, 15% seats shall be made available over and above the regular seats of the normal admission cohort to each academic programme in admission to any programme (undergraduate and postgraduate).

Unfilled 'foreign student' seats cannot be transferred to admit Indian students nor unfilled Indian seats be offered to foreign candidates.

A major challenge for the university of admitting foreign students is in evaluating their formal academic qualifications and deciding on the foreign candidates' suitability for study in a new learning environment. AUD shall follow a procedure for evaluating a foreign applicant's academic proficiency and suitability in situations where s/he is unable to be present in India to participate in all steps of the regular (viz. Indian student) admission process: admission 'in absentia'.

- The admission procedures for Indian applicants that could be *waived or modified* for foreign applicants include the following: timed and monitored entrance tests administered by AUD, live admission interviews and auditions, submission of material portfolios, and viva voce 'defense' of research proposals as requirement of provisional admission.
- AUD shall *verify every foreign applicant's qualifying degree certificates and education credentials* and ascertain the relationship between her/his academic performance and the level of academic performance expected of Indian applicants. (Association of Indian Universities plays a role in evaluating foreign academic credentials and foreign educational standards. Several foreign embassies in India also provide education bona fides for their nationals or will assist in obtaining these from the home country.)
- AUD shall evaluate *language proficiency* of the foreign applicants and shall provide facilities for upgrading relevant language skills—if sought by the candidate or recommended by an admission body or programme committee—once s/he is enrolled. Foreign applicants, depending on their country of origin, will be required to provide evidence of English language proficiency in the form of reported scores on TOEFL, SAT, GRE, IELTS and other standard exams that include assessment of reading comprehension and other aspects of language proficiency. SAT and GRE, for example, are in part tests of English language competency, so foreign applicants reporting adequate scores in those exams would be exempted from TOEFL and other standardized 'language' exams in determining their admissibility.



- AUD shall obtain *assurances of foreign applicants' financial resources* sufficient for living in Delhi for the duration of their academic programmes. Some foreign students will avail of scholarships administered by their home countries, by international educational organizations, or by Indian agencies and organizations (especially MIRD and ICCR). It is assumed that such scholarships are pegged to cover reasonable costs of living and studying in Delhi.
- AUD shall assist in obtaining for foreign students appropriate visas ('Student' for BA, MA and MPhil or 'Research' for PhD) and shall require her/his registration of residency with the appropriate authorities (Foreigners' Regional Registration Office; embassy/high commission of the country of citizenship).
- AUD shall obtain from the foreign applicants certificates of their physical and mental health (at time of application?) and shall require them to enroll in an appropriate medical insurance scheme/programme (including coverage, if available, provided by AUD to Indian students).

Definition of foreign student.

A candidate who holds a passport/has citizenship of a country other than India is **eligible** for admission under 'foreign student' category.

A candidate who has an Overseas Citizen of India (OCI) card or Person of Indian Origin (PIO) card *and* a passport of country other than India is **eligible** for admission under 'foreign student' category.

Foreign student tuition fees.

The following schedule of tuition fees is proposed.

For all **undergraduate** programmes: equivalent USD (\$) 1500 per year (2 semesters).

For **postgraduate** programmes: equivalent USD 2000 per year (2 semesters) → USD 4000 for 2-year Master's programmes and USD 6000 for 3-year Master's programmes.

For **MPhil and PhD** scholars: equiv. USD 2000 per year (2 semesters) inclusive of the post- coursework period of registration.



In addition, a non-refundable registration fee of equiv. USD 200 is charged upon provisional registration at the time that annual fees are paid.

Some AUD programmes charge Indian students *fees in addition to tuition* for materials (MDes (Social Design) or fees for clinical engagement-practicum (MPhil Psychotherapy). The additional fee in such Programmes shall be charged as recommended by the schools concerned from time to time.

Admission norms/minimum qualifications per relevant Indian agencies.

The Government of India has identified qualifying degrees required for admission to various Indian higher education degree and certificate programmes.

Basic plan of AUD admission steps and processing.

A detailed foreign student instruction guide and related administrative documents for internal use shall be prepared modelled on documents put in the public realm by DTU, DU and JNU: e.g., *Guidelines for Admission of Foreign Nationals in Delhi University (2019 – 20)* [Foreign Students' Registry, University of Delhi], *Admission Procedures for International Students for the Academic Session 2019 – 2020 (4-Step Process for Admission 2019 – 2020)* [FSR, University of Delhi].

A relevant point to be noted here is that there are differences between required admission steps for (1) 'self-financing students' (interpreted here to include recipients of scholarships from their home countries or external agencies that are not administered through the Government of India), (2) foreign national receiving scholarships administered through the Govt. of India (e.g., ICCR scholarships). In case of the latter although some technical verifications of academic qualifications (previous certificates and degrees) have already been made by the GoI, AUD will follow its own admission policy and document verification for the same.

The admission-registration steps for foreign students 'in a nutshell' are:

- (1) Online application to AUD involving uploading of documents and payment of application fee.
- (2) Evaluation of applications including alternate ('in absentia') evaluation of candidates' suitability by an appropriate admission committee (of specific AUD programmes/Schools).
- (3) Registration tasks to be performed by admitted candidates prior to arrival in Delhi.
- (4) Administrative procedures to be followed by admitted candidates once they arrive in Delhi.